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## EDUCATIONAL STATESMANSHIP.

Address delivered before the Southern Educational Association, Columbia, S. C., December 26, 1901, by President Charles D. McIver, of the North Carolina State Normal and Industrial College.

There has never been a time in its history, calling for bold, strong leadership, that the Southern section of the United States has not produced leaders equal to the emergency. In peace and in war, in prosperity and in poverty, it has furnished to history statesmen and warriors of the types of Washington, Jefferson, Macon, Jackson, Calhoun, Stephens, Davis, Lee, Stonewall Jackson, Hill, Vance and Lamar. The leadership of these men has been largely in the field of politics and in the field of war. To be sure they all accomplished much outside their distinctive fields; and the South has never been long without successful leadership in agriculture, at the bar, and in the pulpit.

It has not, however, in all these years, produced a group of educational leaders among its great men in high public place. Naturally this struggling democracy, making its great experiment

in a new world, gave its first attention to war, politics, agriculture and commerce. But now the Revolutionary war is a century from us, and the Indian no longer calls us to battle; the war between the States is to most of us only a glorious story of fierce struggle and heroic bravery on the part of our fathers and grand-fathers; the South has gone through its forty years' wilderness of poverty with unbroken spirit, and is now in sight of the promised land of prosperous material independence such as it enjoyed in the decade from 1850 to 1860. May we not hope that such a time and emergency as the present will call forth great leaders who shall live in history, not merely as successful politicians or military leaders, but as educational statesmen?

The next ten years will witness the development of a group of men who will go upon the hustings and fight out for our children the real battle of liberty and independence. This battle can be won only by a revolution in popular thought, resulting in a recognition of the paramount importance of securing for every child in the South a thorough public school education.

This group of statesmen will preach with all the fervor of a crusader the doctrine which school teachers have believed in for many years, and from time to time have timidly tried to impress upon the public mind and heart. Sometimes we may have been impatient; sometimes we have, in our zeal, forgotten perhaps the importance of other questions that were urgent; sometimes we may have impugned the motives of men who, though blind, were honest in their failure to see what we knew to be the great fundamental remedy for many of the evils that they were attempting to correct by temporary make-shifts.

Now, however, we are nearing the time when a **Sentiment** man can make more votes on the stump by advocating the improvement of the public school system than

he can by advocating the destruction of the internal revenue system or the increase or decrease of the tariff tax. Heretofore we have often heard that "We are too poor to support

a good system of public education." Hereafter we shall hear in ringing tones, "We are too poor not to support such a system." In the past, we have sometimes heard people speak of the public schools as schools for the poor. Hereafter, in the days soon to come, a man will no more speak of the public schools as schools for the poor than he would speak of the capitol building or the postoffice, or the public roads as institutions for the poor. We have frequently heard men speak of the funds for public schools as charity funds. The early future will christen these funds as the best investment that a free people can make. The day has been when education was advocated as a necessity only for the cultured and leisure class, as if education were an ornament or a play-thing for the idle or a means of escaping labor. The new group of statesmen will tell us that education is not a means of escaping labor, but a means of making labor more effective, and that it is a universal necessity.

We have heard in ancient days that it is robbery to tax Brown's property to educate Jones' children. In the future no one will question the right of the State to tax the property of Brown and Jones to develop the State through its children. We and our fathers have too often thought of a State as a piece of land with mineral resources, forests, water courses and certain climatic conditions. The future will recognize that people—not trees and rocks and rivers and imaginary boundary lines—make a State, and that the State is great, intelligent, wealthy and powerful, or is small, ignorant, poverty-stricken and weak, just in proportion as its people are educated, or as they are untrained and raw, like the natural material about them. It has been too common a political teaching that the best government is that which levies the smallest taxes. The future will modify that doctrine and teach that liberal taxation, fairly levied and properly applied, is the chief mark of a civilized people. The savage pays no tax.

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Two ideas—individual liberty and opposition to **Liberty and Taxation.** taxation—have dominated our life. There has been no politics where one or both of these ideas in some

form have not been all-controlling. The former idea, be it said to our credit, has been dominant over the latter. For in no case have the masses of Southern people seemed to pay taxes gladly except when they thought liberty was at stake, in which case they have been joyfully lavish in expenditures.

The primitive notion is that any tax is an abridgment of liberty, and so in a sense, it is, but it is a fixed doctrine of political economy that not without taxation can there exist the larger and better liberty of mankind.

In the very recent past a great cry of distress went up throughout the United States in behalf of an island with an area and population about the same as the area and population of North Carolina. Moreover, this population, like that of North Carolina, was one-third black. "Let's go free Cuba," was the battle cry, and from every State, and notably from these liberty-loving Southern States, volunteers swarmed to join the army and navy. For the purpose of fitting up the boats with paint and flags to get ready to fight for the freedom of Cuba, \$50,000,000, an average of more than a million to a State, was appropriated by Congress. Because this tax is collected, or is to be collected, indirectly, a cry of joy went up with the privilege of paying it, notwithstanding the fact that any Southern State's part of it is more than its school fund for a year. How many millions of dollars have been appropriated similarly in the same cause, since the first \$50,000,000 was appropriated I am unable to tell. It is safe to say, however, that the indirect tax to be paid by each Southern State because of this war is far greater than its aggregate school fund for the past ten years. Besides appropriating the tax cheerfully, the States vied with each other to be the first to offer their sacrifices of men on the battle field.

In these same years a few teachers have undertaken to teach

the people that in their own midst are hundreds of thousands of little children, who, under our present educational conditions, are doomed to the tyranny of ignorance and weakness and poverty. We have looked our fellow citizens in the face and begged them to vote a small tax on themselves to free their own children. We have not asked them to double their public school fund in one year, but have plead for a small increase. In the majority of cases the answer has come back to us, "We are too poor, and the people are in no mood for increasing their taxes." Others have said, "You unpractical school teachers are not safe leaders. Go back and teach your schools. We do not censure you severely, because you are trying to increase the fund from which you get your salaries, but you do not know what you are talking about. We have neither time nor money to waste on your schemes. We must free Cuba."

The subject of the wisdom or unwisdom of the Spanish war is not a matter for discussion here, and the subject is introduced to illustrate the truth that the people always find money to spend for what they believe to be a supreme necessity. The educational statesman of the near future will proclaim that it is better for a people to spend a few hundred thousand dollars in educating their own children and freeing them from the thraldom of ignorance and inefficiency than it is to spend millions to free the inhabitants of an island in the sea. He will teach that no community has ever become poor because of large taxes locally applied, but that any community must become poor when paying even a small tax constantly applied to a foreign field, and practically none of it applied to improving home conditions. He will teach that a dollar applied to the improvement of our own and our neighbors' children is a more patriotic dollar than a dollar applied to free the people of any foreign country. He will teach incidentally that a negro in Cuba is not a worthier object of patriotism or public expenditure than a negro in North Carolina.

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**Woman's Education  
the Strategic Point  
in the Education of  
a Race.**

We have heard in the past how necessary universities and colleges are, in order that men may be trained for leadership in society. These new statesmen will teach that the citizenship of the State is composed not only of men, but of men, women and

children. They will teach that woman is the fountain-head of civilization, and that what she teaches to children is more important than all that is taught to them in high schools, colleges and universities. They will call attention to the fact that, while there are one million more men in the United States than women, yet the excess of female illiterates over male illiterates is 300,000, and that the Southern States furnish 250,000 of this excess. They will teach that the Southern white woman in the country fixes the ideals of the home and sets the pace of our civilization, and there are 100,000 more illiterate white women in the South than there are illiterate white men. They will teach that the education of a man means the education of a citizen, whereas the education of a woman means the education of a citizen, and generally a guarantee of an educated family in the next generation. They will see and make the people see that, whereas, there are numerous colleges and universities with liberal endowment for the education of white men, negro men and negro women, there is not in all the South, with possibly one exception, a liberally endowed college for women and that, until recently, there have been no women's colleges receiving annual appropriations from the State. They will teach that if education and the removal of illiteracy be the chief problem of this generation, rather than a struggle over tariff questions and money standards, then the most liberal public and private policy in regard to the education of girls and women is demanded. They will teach that this is true not for sentimental reasons, nor because women are essentially better than men or deserve more from the government, but because the most important part of the State's population is its children, and women are nearer to the life of chil-

dren than men are, and determine their future by the atmosphere they create for them in the home and in the primary school.

You have heard frequently that education **Negro Education** is not good for the negro, and that when you and **Field Hands**, educate one of them, you spoil a field hand.

The coming statesman will teach that the proper kind of education hurts no one, and that if it pays to train a dog, a horse and all other animals that walk on the face of the earth, the negro is not the only exception in the animal kingdom. He will also teach that, in our civilization, a field hand is a burden oftener than a support; that a field hand is a man whose head is of so little consequence that he is all hand. You must do his thinking for him. You must direct him from daylight to dark, and then the product of his labor, with all your direction and care, when placed upon the markets of the world, is worth about twenty-five cents a day, and out of that small product must come compensation for your pains and the dividend on your investment. This new type of statesmen will teach that it is better to cultivate a garden at a net profit of ten dollars than to cultivate a field at a net loss of ten dollars. He will teach that it would be a good thing for this country if we could convert half of our field hands into artisans, who could erect our buildings and convert our raw material into more profitable products. Moreover, he will teach that no community can afford to doom its own white children to mental starvation because of unwillingness to provide even a scant supply of intellectual food for the negro children dwelling among them.

He will teach that the white race is the thoroughbred among races and stands among inferior races as the thoroughbred animal stands among scrubs. At the same time he will teach that if you feed the thoroughbred and scrub on poor diet, the scrub will suffer less than the thoroughbred, that only when there is a liberal provision of food and care will the thoroughbred's blood fully assert itself; and that similarly on a starvation educational diet an inferior race has a comparative advantage, while on a liberal educational diet the advantage is with the superior race.

**Education Greater  
than War and  
Politics.**

Above all things, this new group of statesmen will teach that the education of children is greater than the waging of war, or the prosecution of politics; that the school teacher is the most important agent of human society; that he is the seed corn of civilization, and that none but the best and strongest is fit to be used.

**The Teacher Must be a Leader.** How shall the coming of this day of educational statesmanship be hastened? The inauguration of a movement for the betterment of conditions in any field of human

activity must be made primarily by the laborers in that field. Physicians have not expected lawyers to lead in matters of sanitation; lawyers have not depended upon farmers for judicial legislation; farmers have not bettered their condition except where the representatives of their calling are able to lead or teach others to lead. No more can we expect great educational advance movements except under the leadership of teachers or leaders who have been instructed and inspired by teachers. We must lead our own movements so far as we can, and, in addition, we must often furnish a brief of fact and argument to those in high political place for a quicker and more influential leadership. The school teacher can educate public sentiment to see the truth in regard to public education, so that it will be impossible for those who are indifferent and hostile to the cause to be elected to positions of honor and power. It is worth a great deal to a county to have a sheriff or a judge, or a county commissioner who is, in time of need, a fighting friend for the cause of public education. When the masses of the people, educated and uneducated, are brought to the realization of the highest interests of themselves and their children, they will not be slow to develop political educational leaders from their own ranks.

The most important officers in the South to-day are the State Superintendents of Public Instruction and the county superintend-

ents. Unfortunately the salaries of our State Superintendents and their allowance for traveling expenses are not sufficient to secure the most effective service. It is of more importance to any state in the South to have a State Superintendent of towering ability than to have a Governor or a Congressman of towering ability. In most of the southern states we pay our State Superintendent of Public Instruction a salary of from \$1,500 to \$2,000. We pay our Governors from \$3,000 to \$5,000. Congressmen are paid \$5,000. In spite of this some State Superintendents are superior in point of ability and efficiency to some Governors. Yet it is not to be supposed that the majority of the strongest, most efficient and most ambitious men, however patriotic they may be, and however important the field may be, will choose for public service that field which offers the least reward.

Every efficient State Superintendent in the South knows that, under the present condition, his particular work is in the field and not in his office; yet many of the best Superintendents are handicapped because they cannot remain in the field and labor where labor is most needed, unless they are willing to do so at their own expense out of their meagre salaries. It is exceedingly poor economy on the part of the State to limit, by inadequate provision for necessary traveling expenses, the State Superintendent's work.

But let us now direct our attention to the county superintendent. He ought to be the liveliest man and the most influential leader among his people. This is exactly what a few county superintendents are, but such men are very rare, and it is no wonder they are rare. Nothing is so indicative of the low ebb of public education as the pitiable price we are willing to pay for the services of the county superintendent. The securing of a competent and capable man for this great work is almost an accident and is of rare occurrence.

The city superintendent of schools, while not paid extravagantly, still is able to support his family, and, in addition, spend a small amount of money each year gaining general and professional cul-

ture. As a rule, an ambitious county superintendent with a family can not live on the salary of his position. And yet public thought needs to be stimulated most just where this man touches the life of the people. His work, more than any other public work in his community, needs a man of great power, tact and energy. He should be a man who can win the confidence of the intelligent, lead the ignorant and illiterate and give hope and inspiration to plodding men of mediocre ability and position. In an argument on general questions, he should be able to hold his own with the strongest professional or commercial men he may chance to meet; and in the discussion of educational questions he should be more than a match for them. He ought not to be a mere examiner of teachers or a gatherer of statistics. A few clerks in the office of the State Superintendents could send out all the written examinations necessary, and pass upon the examination papers. The chief work of the local superintendents now should be to show the county commissioners and "the powers that be" in politics and business what the educational necessities of his county are, and how these necessities can be supplied, and he ought to be able to help secure proper support from the people.

We all know that the fundamental necessity is more money for the public schools. A cheap-John business will always mean cheap-John management, and the output will be cheap-John products. It is ancient and current history that as soon as a community votes a liberal tax for public education, leading men in that community who previously ignored or openly expressed contempt for public education, begin a race to secure the privilege of serving on the school board. Suddenly there develops the ambition to have the best superintendent who can be employed regardless of where he comes from and often regardless of expense. So it will be everywhere when each rural community of the South decides to do what nearly every town and city of the South has already done, and votes a liberal tax for the schools.

**Local Taxation the Paramount Issue.** Local taxation for public schools is our paramount issue. We cannot hope, however, for an early general adoption of local taxation with our present system of employing

county superintendents, most of whom must, in the nature of the case, spend a large part of their time to make their living in some other calling, giving only a small portion of it to educational work. At present the school fund is not large, and probably it is not practicable to increase materially the compensation of the county superintendents. If this be true, the only possible remedy is to combine two or three counties into one district, and instead of having two or three six or eight hundred dollar men, one for each county, have one eighteen hundred or twenty-four hundred dollar man who will give one-third of himself to each of the three counties. It will be better to have one-third of a two or three thousand dollar man in any county than to have all of a seven or eight hundred dollar man. These men might be called division superintendents or Deputy State Superintendents. Their salaries would amount to no more than we pay for our present system of supervision. We would, perhaps, lose a little in local management, but we would gain at the great all-important point of having a master of his business and a capable, inspiring leader of public thought representing in every county, every year the cause of public education. If each county could be induced to have such a man, so much the better. What is needed is wise, tactful, aggressive, local agitation by the man who knows the truth and who can speak it and write it effectively. Such a man cannot be had unless the public is willing to give sufficient compensation to enable him to prosecute the work, and at the same time to make a living in that work. A superintendent of this kind would be able to train teachers in institutes, guide officials in their work, and by writing and speaking, influence the thought of the people on all educational matters. He would so educate the public that the day of the educational statesman would not long be delayed.

Our profession would furnish some of these educational statesmen. Some of them would be found among the very men spoken of as division superintendents or Deputy State Superintendents. But wherever the leaders might come from, whether from among lawyers, preachers, doctors, farmers, or teachers themselves, the South would be benefited by its new leadership. Instead of a constant fighting merely for securing and holding political place or contending about the merits of a question a thousand miles away, there would be inaugurated the greatest system of internal improvement and home development that this country has ever seen.

We are representatives and teachers of this great Southern people, a nobly sentimental people, willing to pay taxes without limit, and glad to go any day to the ends of the earth to fight the battles of their fellow-men, struggling for liberty. Let us as educators give our lives, if need be, to teach this people the fundamental truth that liberty, like charity, ought to begin at home, and that the tyranny of a government over its subjects is not so great or so dangerous as the self-inflicted tyranny of ignorance, inefficiency and poverty.

The appeal of this hour is for real teachers and for real statesmen. Shall the appeal come to us in vain?

## DUPLIN COUNTY.

## I.

## DUPLIN BEFORE THE REVOLUTION, 1749-1775.

The first link that helps to make North Carolina's unbroken chain of history was forged on the banks of the Roanoke and Chowan Rivers, when a little Virginia colony planted its permanent home there just two hundred and fifty years ago. This was one of a continued series of events, which—though many of them are still unrecorded—constitute the annals of a great state. Almost one hundred years before this, Sir Walter Raleigh had conceived the idea of colonizing the world with the Anglo-Saxon race, and had chosen North Carolina as the first scene of his intended exploits; but his scheme, great though it was, failed because the industrial world had not developed the means to carry his plans into effect. Clarendon Colony, on the Cape Fear, had passed through its struggles for existence, but had yielded to the hardships of the new world and had given up the fight. Likewise other attempts at permanent settlement in North Carolina had failed up to the middle of the seventeenth century. But after North Carolina had once become the permanent home of the white man new colonies were planted as rapidly as circumstances would admit, and this necessitated the creation of political divisions in the state: these divisions were first called *precincts*.

In 1728, the precincts of North Carolina were Currituck, Pasquotank, Perquimans, Chowan, Craven, Beaufort, Bertie, Hyde, and Carteret. A little later Tyrrell, New Hanover, Onslow, and Bladen were added. Both the Indian and the Englishman contributed names for the first building stones of our State.

In 1738 the precincts were, for the first time, called counties, which were thirteen in number, all lying on the eastern borders of the State. These thirteen counties were to North Carolina what

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the original thirteen states were to the Union, and county after county has been added until our number is now ninety-seven.

New Hanover County originally extended indefinitely north and had no well defined boundaries, covering a vast area of unoccupied territory. On May the 19th, 1737, George II granted to Hugh McCulloh seventy-two thousand acres of land, lying between the North East and Black rivers, then a part of New Hanover, and comprising a great part of the area now covered by Duplin and Sampson counties. This land was once the home of the Indian and had been the scene of much Indian warfare, as is evidenced by the graves throughout the county, each of which marks a separate battle-ground. These graves, or mounds, have been almost obliterated by the depredations of those seeking Indian relics or scientific information, and oftentimes the ploughshare has completed the work of destruction. Only a few years ago a pine, partly dead, stood within the corporate limits of Kenansville, which tradition said had been scarred by Indian arrows when a sapling. The truth of this tradition cannot be vouched for, and, to say the most, it is exceedingly doubtful; but it is certain that within a few yards of it was a large mound, where rested the remains of many an Indian warrior. When McCulloh received his grant in Duplin the Tuscarora War had long since been ended, and the red man had been driven before the sword of civilization until the coming settler had little to fear from his antagonism.

This entire territory was granted on the condition that it should be colonized by protestant emigrants, in consequence of which several hundred protestants, mostly Presbyterians from Ulster, Ireland, made their homes there about the year 1740. They were typical representatives of that class of people in England and Ireland who had grown sick and tired of kings and tyrannical rulers; they had seen religious persecution in its vilest and most abhorrent form; the ancestors of many of them had fought in Cromwell's wars; their financial condition had become desperate; and they longed for a home of peace and rest and quietude, where they would be

forever separated from the strife and contention, the force and murder, that for more than a century had made the English and Irish people restless and unhappy. They were neither prison birds nor adventurers, but were sturdy citizens seeking permanent homes. A part of them established themselves about the center of what is now Duplin County, then a part of New Hanover; and in the heart of this little settlement, near the Grove Swamp, about the year 1749, Mrs. Barbara Beverett, the young wife of a sea captain, dug out with her own hands, near her rude little cottage, the spring, which for a century and a half has continuously flowed a stream of pure crystal water for the benefit of the inhabitants of the picturesque little town of Kenansville, the county seat of Duplin. Mrs. Beverett, whose husband returned to sea and was lost after establishing her in her new home, was accompanied to Duplin by her brother, Jacob Gastor, who afterwards moved to Moore County and was a member of the General Assembly of North Carolina a number of times from 1796 to 1812.

The first Presbyterian minister who brought the Gospel to North Carolina was Rev. William Robinson, who was sent out as a missionary from Virginia to visit this Presbyterian colony. He spent the Winter of 1742-43 in Duplin County, where he organized the first Presbyterian congregation in North Carolina (whether with church officers is not known), whose place of worship was "Goshen," several miles north of the present site of Kenansville. Some years later, likely about 1760, the place of worship was moved to a point within one mile of Kenansville now marked by the "Rutledge Grave Yard," on a high cliff near the Grove Swamp; and from that day until this the Presbyterian church at Kenansville has been known as the "Grove Church," and, if "Foote's Sketches" can be relied on, is the oldest organized Presbyterian Church in North Carolina.

The settlements in the northern part of New Hanover County were too far removed from the centre of government at Wilmington to remain satisfied, as New Hanover then extended as far north

as the present site of Weldon. So, in the Spring of 1749 "several citizens from the northern part of New Hanover" presented to the General Assembly of North Carolina a petition, protesting against the necessity of having to travel one hundred and sixty miles to court at Wilmington, and asking that a new county be created out of the northern part of New Hanover. Several attempts were made during the year 1749 to establish a new county, and several times the bill was either defeated or died with the prorogued session of the legislature. Again on October the 9th, 1749, John Sampson presented a bill to the General Assembly, providing for the "erection" of a new county and parish to be known as the county of Donegal and the parish of Faun. The Bill passed before the end of the year after having been amended, changing the name of the county to Duplin, in honor of Lord Dupplin, a member of the Board of Trade in London, who was kind and liberal in his views toward the new settlers.

From that time up to the beginning of the Revolution the affairs of the new county moved along with little difficulty and the attention of the inhabitants was directed to the development and improvement of their new homes. However, Duplin played some part in the excitement just preceding the Revolution by furnishing the stamp master for the port of Wilmington, in 1765. Historians have been persistent in giving the name of the distributor of stamps on the Cape Fear as James Houston, but in recent years this error has been to a great extent corrected. William Houston was the man, and he was a resident of Duplin County. He is said to have been a man of considerable parts and a local tradition even says that he had royal blood in his veins. After having received the appointment as stamp master, Houston took up his abode on the Cape Fear, where he awaited the arrival of stamps from England. On the 16th of November, 1765, the people in the vicinity of Wilmington, under the daring leadership of John Ashe, who was speaker of the General Assembly, marched to Governor Tryon's residence and threatened to burn it unless the stamp

master was delivered to them. Houston was then taken to the court house in the presence of a large crowd and forced to subscribe to the following oath: "I do hereby promise that I never will receive any stamp-paper which may arrive from Europe, in consequence of any act lately passed in the parliament of Great Britain, nor officiate in any manner as stamp master in the distribution of stamps within the Province of North Carolina, either directly or indirectly. I do hereby notify all the inhabitants of His Majesty's Province of North Carolina, that notwithstanding my having received information of my being appointed to said office of Stamp-master, I will not apply hereafter for any stamp-paper, or distribute the same until such time as it shall be agreeable to the inhabitants of this province. Hereby declaring that I do execute these presents of my own free will and accord, without any equivocation or mental reservation whatever. In witness whereof, I have hereunto set my hand this 16th November, 1765.\*

"WILLIAM HOUSTON."

Twelve days later when the "Diligence" arrived in the Cape Fear with stamps for distribution there was no one to distribute them. This was a bitter experience for Houston. He had not learned the temper of his people regarding unjust British taxation. He thought he was accepting an office clothed with honors; but instead, he found the indignation of his people heaped upon him. He was burned in effigy in his own county and elsewhere; he had become the victim of the first armed resistance to British tyranny in America. However, he seems to have been forgiven, and the demonstration against him and the stamp-paper was more expressive of a principle than of prejudice and hatred; for he returned to Duplin and in 1768 and 1784, both before and after the Revolution, he was appointed with others who were the most respectable persons in the county, as a justice of the peace, and no ill will seems to have been entertained against him. It is said that he

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\*Taken from "A Colonial Officer" by Col. A. M. Waddell.

always protested that he had been judged without a hearing, and that he had not applied for the office and had no knowledge that it would be given to him until he received the appointment. It is not known what course Houston pursued during the Revolution, but there is no evidence that he was not loyal to the American cause; and when we consider the fact that even Benjamin Franklin, so certain he was that the Stamp Act would be obeyed, had recommended to the crown certain persons as suitable to be appointed as stamp distributors, we should at least look upon Houston's conduct with charity.

Eight miles from Kenansville on a high bluff on the eastern bank of the North East River is now to be seen the almost "deserted village" of Sarecta. As to the origin of the name the writer has no information. Whether it is a corruption of the Hebrew, Sarepta, or whether it is an Indian contribution to our vocabulary, we do not know; but it is reasonably certain that the word does not occur elsewhere. Before railroads were built it had bright prospects of the future, as it was situated about the head of navigation of the North East River. The town was laid off in squares, the lots were numbered, and a board of town commissioners administered the government. It held a conspicuous place on the maps of the early geographies; but when Kenansville was afterwards chosen as the county seat by a vote of one majority, and that by the president of the meeting of the justices of the county, the fate of Sarecta was sealed, and a postoffice and residence remain now to tell the tale. This was the home of William Houston and here he spent the remainder of his days as a practicing physician. In 1894, a curious brick structure was unearthed on the sandy bluff, which though several feet under the ground, had every appearance of being the cellar of a small house. The brick were like the English brick, but a careful investigation showed that they were made in the community; the mortar used was clay and ashes and no trace of lime could be detected; and within this structure were bones, earthenware and other things which would be found in a physician's office of that day. It is not an unreasonable inference that this was the cellar of Dr. William Houston's office, but here the imagination must supply what historical data have not yet made certain.

THE SCHOOL THAT BUILT A TOWN.

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WALTER H. PAGE.

Delivered at Commencement of State Normal School, Athens, Ga., December 11, 1901.

LADIES AND GENTLEMEN:—

I heartily thank you for your invitation to come here; for I hold the faith that your school stands for as useful work as any done anywhere in the world.

Your work of training the children of Georgia gives exercise to the highest qualities—sympathy, self-sacrifice, the love of every creature and the love of our country. These are the virtues that make men and women strong and lovely.

Your work also brings results of the highest value. The American people of this generation are a people of great practical skill; but the American people of the next generation, the Georgians among them, if you do your task well, will be the most efficient people on the earth.

Your work, too, is free from doubt. There is work that men must do which gives no enthusiasm. There is work that brings only the unrelieved weariness of toil and a plodding gait. But the direct value of what you do is free from doubt in all men's minds; for you are building the noblest fabric of man, which is a world-conquering trained democracy. Whatever others may be doing, then, you are working with the central secret of human progress; and it is an inspiration to see you.

There are three things that are best worth seeing for the strength they give: One is the mountains; another is the sea, and the third is the people while they work at a noble task with cheerful earnestness.

And now, if I can repay you at all, it must be by telling you the story of

## THE SCHOOL THAT BUILT A TOWN.

It is the town of Eastwood. Its early history is like the early

history of hundreds of other American towns. The people who lived there were merchants, preachers, doctors and lawyers; a rich man or two, a few men that had work-shops and those that worked for them: carpenters, clerks, laborers, some loafers, a few rum sellers. The same kind of population that you could find almost anywhere in the Union. They were people of sturdy stock and good qualities as towns go. Most of them were of American parentage; but there were some Germans, some Irish, some Jews and two Frenchmen—one a dancing master, who also taught fencing, and the other a teacher of his language. And life went on there as life goes on in all such communities. The people were pretty well off. When Court was in session many countrymen came to town, and all the loafers gathered about the Court House, and the lawyers gave the hotel an air of importance as if it were a big hotel in a big town. The farmers filled the market place on Saturday and the stores and the grog shops drove a thriving trade. But the Savings Bank had many depositors, the churches were well filled on Sunday, and the Sunday-Schools swarmed with pretty children; for it was a town of large families.

And there were schools of course. One was kept by a good lady who had studied French and music in her youth and who held on in her widowhood to the sweet memories of the social triumphs which still threw a gentle halo over her. She taught at her pretty home a group of the best-bred children of the town. She taught them to speak with a certain prim correctness, and at the end of every term she coached them to stand in their pretty frocks and clean breeches in a pretty row and to recite some pretty verses and to make a pretty bow to their mothers. They took home good reports and their parents said that they were very fortunate to have so cultivated a lady to teach their children.

There was another school kept by another lady. She was young and energetic and she laid emphasis on the modern methods of education. She had the real Frenchman to teach French. She laid great stress on calisthenics and she put on gymnasium clothes

herself and led the children in their exercises. She was a young woman of great physical vigor, and naturally the children of strenuous parents came to her school and they boasted that she made it her business to teach, not to confer a social distinction on her pupils.

Then there was a school for boys at which they were prepared for business or for college, and it was a pretty good academy of the old sort. Two men owned and conducted it. One was an old fashioned scholar who made the boys learn the Latin grammar by heart, and who flogged them when they failed; and he was looked upon as men afar off look upon stern and powerful Learning. If you could have taken the popular conception of the higher education, clothed it in flesh and put trousers and a plug hat on it, you would have had that man. If you had met him in the street for the first time, you would have known his calling and could have guessed his history; for he had won prizes in the University in his classical studies. It was sometimes said that he recited Horace to himself with his eyes shut while he pretended to watch the boys play base ball. His partner was a book-keeper and a business man who taught the boys that were taking the commercial course to keep accounts and to write plain hands; and he taught the English ranches also. The boys who attended this school were the boys of the best-to-do families of the town, and there were some boarding pupils too.

Then still another school was established in Eastwood when the town had grown a little bigger. This was a Seminary for young ladies, and it was a church school. A preacher and his wife were the principals; and, besides the girls that lived in the town, a good many came from a distance. The church had supplied the money to build a large house for it, and the young Ladies' Seminary was one of the things that a part of the town was proudest of. Not all, but most of its pupils came from families that held the faith of the church that built it. The girls of other religious faiths were sent away to finishing schools which were under their own church management.

Nor were the poor forgotten; for the people took pride also in providing a public school. The building was not large, nor the equipment worth mentioning; but two young women were engaged at very low salaries to conduct it. They were generally selected because they needed the salaries; and the teachers were changed every year or two, sometimes because they got tired, and sometimes because they got married, but oftenest because there were other young women who wanted the places, and turn about was regarded as fair play.

No man could say, therefore, that Eastwood was not well supplied with schools. When a stranger went to the town, the people boasted to him of their zeal in education. But the town grew bigger, and almost every year there were changes in the schools. One year the cultivated old lady's school for children was split into two, not because of anything that happened in the school, but because of a church quarrel in the social set that patronized it. Another year the dismissal of a teacher in the young ladies' seminary caused a heated discussion throughout the church and two factions sprung up. The resignation of the principal's wife was demanded; and the principal himself had the hard fortune to be obliged to choose between his wife and his ecclesiastical superiors. All these unhappy events caused much gossip at the tea-parties of the other churches, and one of the other churches established a modest school for girls of its own. It was this same year that the sturdy old master of the boys' school died, and so many people lacked confidence in his partner that its patronage seriously fell off. In a year or two he ceased to teach and became a life insurance agent. A young scholar from the University then came and took up the remnants of the school and did the best he could with it. During these eight or ten years of such recurrent misfortunes there grew up, perhaps, half a dozen more schools for children. Almost every social set found that there was a lady in it who had some particular reason for teaching, and her friends of course sent their children to her; and thus the educational advantages of the

town continued to be unusual. For with every social division among the people and with every church difference, schools continued to multiply.

These events in the life of the town of course covered a good many years. It had grown somewhat; but it had not grown rapidly. It was essentially the same kind of a town that it had been ten years before. Still important changes had been going on, and the most important was the change in the public school. It became so crowded with the children of the poorer class that it was necessary to build a second public school. This was built in the end of the town where well-to-do people lived, and more and more of them took to sending their children to it.

About that time a greater interest was taken in public school education throughout the State. The University had been made free to every pupil in the commonwealth who was prepared to enter, and the public school system was much talked about and developed.

It so happened that the principal of one of the public schools in Eastwood at that time was an uncommonly energetic man—a man who knew how to manage men. He made a very careful study of the population, and this is what he found—that, in spite of all the schools in the town, there were a good many children that were not at school at all. There were many more of them than anybody would have believed. He found also that even those that got a smattering of book-learning got nothing else, and that few received further instruction than the schools in the town gave. He made a list of all the families in Eastwood, and it filled a book almost as big as a banker's ledger. He put down in it the boys and the girls whose education was prematurely arrested. One night he sat down with the summary of this book before him, and he said to himself, "These people are not in earnest about education; they are simply playing with it and are fooling themselves."

He showed this summary first to one man, then to another. In this way first one man and then another was led to think about the

subject in a new way. I need not tire you with the details of the agitation that followed; for it lasted over many years. But the result was that a third public school was built. Then sometime later, a High-School was built. In a few years it was found inadequate, and the building was used as still another primary public school and a larger house was put up for the High-School. By this time the public schools had ceased to be regarded as schools for the poor. They were the best schools in the town, and almost all the people in the town sent their children to them. Long ago, the old scramble about teachers had ceased. Influential citizens had stopped trying to get places for their widowed daughters-in-law and their wives' nieces in the schools, because they needed work. Only well-trained teachers, as a rule, were engaged. The best men in the town served on the school board, and they had got so tired of the scramble for places that they had a law passed by the Legislature which enabled them to appoint a school director, who in turn could himself appoint teachers, and nobody else could. They held him responsible; and since he was not elected, he had no temptation to appoint incompetent ones.

With the feeling of security, every school principal and teacher became courageous. Especially courageous was the principal of the High-School. He put a carpenter shop in the basement which developed into a wood-working department, and he graded the pupils on their course in wood work just as he graded them in any book-study. This pleased the people. They said that he was "practical." He took the trouble to explain that he was not training carpenters, and he protested that they must not misunderstand him.

But the plan was so popular that a well-to-do builder whose son had taken a great interest in the wood-working course, gave the school a very much better shop. Then by some other stroke of good luck (I've forgotten the details of the story) a shop was added for work in iron—a little shop almost a toy-shop; but the children were taught there. Then came a garden, for a quarter of

an acre was set aside and the children learned gardening. In the meantime, of course, a small chemical laboratory had been fitted up, and a physics laboratory as well. Then a separate building was given for use as a gymnasium. Somebody gave a small library. At a public meeting a year or two later it was decided to build a public library next the school-house.

Workshops, a garden, laboratories, a library, a gymnasium—there were other things as well. There was a kitchen built and the girls were taught to cook. Then a dozen other things came along, such as basket making; singing was taught uncommonly well, and nearly all the young people learned to sing. And the school had an orchestra. Every boy and girl took a course of work with the hands as well as with the head; and it was discovered that the head-work was the better done for the handwork.

At last a generation had grown up that had been educated in the public schools of Eastwood. Nearly every useful man in town and most of the useful women were High-School graduates. They made the social life of the town. The doctor, the dentist, the preacher, the mayor, even the governor, most of the merchants, especially the owner of a knitting mill, the owner of a furniture factory, the owner of a great tin shop, the owner of a wagon factory—all sorts of successful men had been graduated at this school and most of them had got the impulse there that shaped their careers.

And the High-School was both the intellectual and the industrial centre of the town and of the region. The scholars went there to the library; the farmers went there to consult the chemist or the entomologist; men of almost all crafts and callings found an authority there. For this High-School had now become of course, what we should call a college and a very well organized one too.

In the first period of the town's history, you will observe, the town carried the schools—carried them as a burden. The cultivated widow, the strenuous young lady, the old fashioned scholar and the young ladies Seminary, much as the several sets and sects each boasted of its own institution, were really tolerated rather

than eagerly supported. The principals had to beg for them in one form or other. The public school was regarded as a sort of orphan asylum for the poor. The whole educational work of the town was on a semi-mendicant basis; or it was half a sort of social function, half a sort of charity. It really did not touch the intellectual life of the people. THEY supported IT, IT did not lift THEM. The town carried the schools as social and charitable burdens.

Now this is all changed. The school has made the town. It has given nearly every successful man in it his first impulse in his career, and it has given the community great renown. Teachers from all over the country go there to see it. More than that, many pupils go from a distance to enter the High-School. More than that, men have gone there to live because of the school. They go there to establish industries of various sorts, because the best expert knowledge of everything can be found there. The town has prospered and has been rebuilt. The architects are High-School men; the engineers who graded the streets and made a model system of sewers are High-School men; the roads were laid out by High-School men. There is a whole county of model farms and dairies and good stock farms. High-School men have in this generation made the community a new community. They conduct all sorts of factories—they make furniture, they make goods of leather, they make things of wrought iron; they have hundreds of small industries. It is said that a third of the houses in the town contain home-made furniture, after beautiful old patterns that the owners themselves have made. And there is one man who does inlaid work in wood. And all this activity clusters about the public schools. The High-School now not only teaches but it may be said to dominate the life of the town; and this is the school that has built the town; for it has given everybody an impetus and has started nearly everybody towards an occupation. It has enabled them to find their own aptitudes.

Now there is all the difference in the world between the Eastwood

of this generation, and the Eastwood of the generation before. It is a difference so great that it cannot be told in one morning or in ten. But the change is simply the result of a changed view of education.

Education, Ladies and Gentlemen, when it is dallied with, played with, fooled with, tolerated and imperfectly done, is a costly and troublesome thing. In the first place it is talked to death. It causes more discussion than politics or than bad crops. There are many persons who do not believe in it and many more who wish they did not and could get rid of the bother of it.

But when education becomes not only part and parcel of the life of the people, but a thing that they have all profited by—a thing that underlies life as the soil underlies the growth in the garden—then Education becomes cheap and easy. Nobody asks what it costs, nobody questions its benefits, nobody harbors a doubt about it.

In one case the community carries its schools as a burden. In the other case, the schools build the community. And this is the lesson of Eastwood.

The difference between one conception of Education and the other, when it first dawns on a man, changes his whole view of life; and it changes his whole attitude towards teaching and towards social problems and towards the State. He becomes another man. For one view is selfish and the other is patriotic. One undertakes to develop a few men and women and it fails because no man can be really well developed in a community of undeveloped men. This is the reason why isolated scholars are so often impracticable, and this is the reason why many business men tell you that they do not believe in college education. The other conception of education is that it trains all the members of a community and thus enables every one to find his natural aptitudes.

To carry on education as a privilege is to mistrain some and to leave the others untrained. To carry it on as a universal duty is to open to every one his natural opportunity, to enable every one to find himself and to find his usefulness to his fellows. It is to give

balance and flexibility and symmetry to the whole community.

Has any man here doubt about this? Does any man think that I am merely laying down a pretty theory? Does any man still hold to the notion that, if the children of the rich are sent off to college, and the others have a little "schooling" so that they can read a newspaper and calculate the cost of a bale of cotton, we shall continue to get along tolerably well? Is any man here opposed to building a good school-house in every school district of Georgia, and to employing the best teachers in the world and to making the school a training-place for every child in the district—one for whites and one for blacks? If you hold these notions, you are a dead weight on Georgia. You are one of the reasons why its property is not now worth five times what it is. You are one of the reasons why the products of its soil are not five times as great as they are, for such schools as I mean would make most farmers highly successful farmers. You are one reason why the population of the State is not twice or thrice what it is; for such schools as I mean would attract the best people from every part of the world, and cause more children to grow to healthful maturity. You are one of the reasons why Georgia is not one of the greatest manufacturing States in the Union; for such schools as I mean would turn thousands of the best-trained hands and minds to the making of beautiful and useful things. You are one of the reasons why the Georgians have not more great scholars, more great orators, more great organizers of industry, more owners of beautiful homes, more horses and cattle and grass and fruit and more good roads and more strong men and more lovely women and more beautiful children than any other State in the Union. Finally, you are a living refutation of your own doctrine, for you are a well trained man yourself. No well trained man now holds such an opinion.

What is your occupation? Are you a farmer? I can find a better one than you are. Are you a lawyer? I can find a better one than you are. Last of all, you are not a democrat. You never read Thomas Jefferson. You do not know that his ideal

State was a state in which every man was trained at the public expense. You are a frayed-out "knight" of feudal times with a faded plume, and you think in terms of the Middle Ages.

Of course, Ladies and Gentlemen, there is no such man in your community. Perhaps there is no such man in all Georgia. But there are men in every community and in every State in the Union who even yet do not know the full meaning of what you are doing. For what are you doing? You are not mere teachers of children as the widow and the old scholar and the old preacher in Eastwood were. You are also the builders of a new social order. The future of Georgia is in your hands, as it is in no other hands. You are the high servants of the State, but for that very reason you are not the servants of any sect or party or class, and sects and parties and classes must keep their hands off you. You must be free—you of all men and women.

It falls to you to make it plain by your work and by your bearing that yours is the most patriotic and the most important service that any class gives to the State. You must stand up for what you stand for. You know what you are trying to do. Others have various vague notions of social growth. You know that there is only one true science of building a stable and broad based democratic social structure. You know what you need for your work. Demand it as a right in the name of the children of the commonwealth. In other words, never for a moment be afraid of that dying body of opinion which looks on the public school as a sort of educational orphan asylum. Stand to it, that they are the nurseries of the leaders of the world, as by the high virtue of our invincible democracy they are!

But to return to the school at Eastwood. The diploma given by the school tells something more definite than most diplomas tell, and every diploma does not tell the same thing. One recites what courses of study a boy has taken and how well he has done with them. But it tells also that he can swim well, that he can do work in iron, that he can draw, that he has good muscles. It tells, too,

that he is persistent and plucky, and that he is unselfish and thrifty. The diploma is made to fit the boy, not the boy to fit the diploma. It tells what sort of a boy he is, what he has done, and what he is good for. A diploma given to a girl likewise tells frankly the character and equipment of that particular girl; for the people of Eastwood are so much in earnest about education that they have learned to be perfectly frank. The diploma will tell that the girl is of sound body, that she can sing, that she can row, and it plainly says that she is beautiful; it tells her good qualities of mind and of temper, as well as the success with which she has pursued her studies. It tells that she can lay out and work a garden of roses or of potatoes. If all the diplomas given to all the graduates were the same, they would not value them.

The school, you understand, is not a mere work shop, nor is it a place to learn a trade. It does not make carpenters of boys nor cooks of girls. Nor does it make Greek scholars or poets or musicians of them. But it comes as near to making them one thing as another. It comes as near to making cooks and chemists and farmers as it comes to making scholars. For those high schools and colleges that study only books and train only the mind and not the hands,—*they* do not really make scholars as we used to suppose that they did. The utmost that they do is to teach the boy the rudiments of scholarship and the method of work by which, if he persist, he may some day become a scholar. This school does the same thing in scholarship, but it also does a corresponding thing in hand-work. The old kind of educators simply fooled themselves and misled their pupils and the community when they assumed that their courses in literature and the like made scholars. And what a wasteful self-deception it was! One boy may, if he persist, become a scholar; another an architect; another a wheel-right; another a farmer; and so on. And it is found that by doing hand-work also the pupils do better head-work as well. It simply opens to all the intellectual life and the way to a useful occupation also.

There are two things that they are all taught in that school. They are taught to write plain hand-writings, and they look upon a bad hand-writing as they look upon neglect of dress—it is the mark of a sloven that they will not tolerate. And they are all taught to write the English language in short clear sentences, so that anybody can understand what they write.

Now, let us see how the people of Eastwood themselves look at education. The simplicity of the work of the school is what first strikes you. And you find this same simplicity in the people's conception of education. They do not call it education. They call it training. They speak of a boy as trained in Greek or in mental-work; and of a girl as trained to sing or to draw or to cook. This frank and simple way of looking at school-work has changed their whole conception of education. It has brushed away at once a vast amount of nonsense, and cleaned the mind of a great accumulation of cobwebs. For one thing nobody in that town makes addresses on the needs of an education. A man would as soon think of making an address on the necessity of the atmosphere, or of fuel, or of bread. And you never hear anything about elaborate systems of education, or the co-ordination of studies, or the psychology of the unrelated.

Then they look at the trades and the professions in the same simple way. They say that one man has been trained as a physician, that another has been trained as a farmer, that another has been trained as a preacher, that another has been trained as a builder, another as a machinist; and they lay less stress on what a man chooses to do than upon the way in which he does it. It is respectable to have any calling you like, provided you are trained to it; but it isn't respectable to have any calling, unless you are trained. The town for this reason, is not divided into the same sort of sets and classes that you find in most towns.

There is not one class that puts on airs and regards itself as the educated class, to which all other classes are supposed to pay deference. Of course some men read more books than others; some

are more cultivated than others, and there are social divisions of the people there as there are the world over. But when everybody knows how to do something *well*, a man who does one thing well enjoys no particular distinction. A jack-leg lawyer can't compel any great degree of respect from a really scientific horse-shoer. The mastery of anything is a wonderful elevator of character and judgment.

Next to their perfectly simple and straightforward way of looking at education what strikes you most about the people of Eastwood is their universal interest in the school. Apparently everybody has now been trained there. But when one man thinks of the school, he thinks of the library; another of the laboratory; another of the workshop; another of music; another of chemistry. Books are only one kind of tools, and the other kinds are co-ordinate with them. And everybody goes to the great school-house more or less often. The singers give their concerts there. I was there once when a young fellow gave a performance of a musical composition of his own, and at another time when a man showed the first bicycle that had been made in the town. In three months he had a bicycle factory. Everybody is linked to the school by his work, and there is, therefore, no school party and anti-school party in local politics. There is no social set that "looks down" on the school. The school built the town, and it is the town. It has grown beyond all social distinctions and religious differences, and differences of personal fortune. It has united the people, and they look upon it as the training place in which everybody is interested alike just as they look upon the court-house as the place where every man is on the same footing.

The truth is, the fathers of our liberties made the court-house every man's house when they established trial by jury. The equally important truth is that we shall, in the same way, make the public school-house everybody's house when we establish the right notion of education.

Now no wise man has anything to say against church schools or

private schools in their right places; for both have their high uses. But the history of civilization has proved over and over and over again that no church and no private means can ever overcome the social and financial and the political and the religious differences of people and build a training place for all. Nothing has ever done this, and nothing ever can but a public institution that is maintained by taxation, and that belongs to all the people alike.

And now we come to the very heart of the matter. To talk about education in a democratic country as meaning anything else than free public education for every child, is a mockery. To call anything else education at all is to go back to the Middle Ages, when it was regarded as a privilege of gentlemen or as a duty of the church, and not as a necessity for the people.

If a few men only are to be educated, the accidents of fortune determine which they shall be. These will regard themselves as a special class, set off by themselves; and a false standard of education is set up, both in the minds of the educated and in the minds of the uneducated. The uneducated regard themselves as neglected. You have the seeds of snobbery and of discontent sowed over all the wide wastes of social life, and the uneducated part of the State simply adds nothing to its wealth.

But even this false conception of education is not the worst result of a system that benefits only a few. If only a part of any community be trained, the very part that needs training the least is the part that gets it. It is the ignorant that are neglected, and the State thus goes steadily down. For those that are predisposed to ignorance and idleness and a lack of occupation are the very members of the community that ought not under any circumstances to be neglected. There is, therefore, no way under Heaven to train those who need training most, but by training everybody at the public expense.

More than this (for Democracy has the quality of giving constant surprises) it is always more than likely that among the neglected are those that would become the most capable if they were

trained. Society forever needs reinforcements from the rear. It is a shining day in any educated man's growth when he comes to see and to know and to feel, and freely to admit that it is just as important to the world that the ragamuffin child of his worthless neighbor should be trained as it is that his own child should be. Until a man sees this he cannot become a worthy democrat, nor get a patriotic conception of education; for no man has known the deep meaning of Democracy or felt its lift till he has seen this truth clearly.

There is another peculiarity about the people of Eastwood that you will notice. They talk about the proper training of men, but you never hear them say much about the natural resources of their community. When I went there, I recalled that some of our Southern people used to talk so much about our natural resources and how they invited all the world to come and live with them, because they had good air, and good water, and good soil, and good timber, and gold and iron under their ground—in other words, because God had been generous to the land. Well, the truth is, the land itself was really richer when the Indians held it than it is now; the water was just as good, the air just as pure, and there were more forests and more iron and gold than there are now. For that matter, there are undeveloped regions in South America that have many natural advantages even over the great and varied natural advantages of Georgia.

This programme of inviting settlers was a programme of sheer dependence on Nature. It implied the old conception of education, the old conception of wealth-creation; for it took no account, or little account of the part that men play in making wealth. God might make a land as fertile as Eden, and underlay it with gold and stock it with venison and quail; yet it would yield no more than men made it yield. Within reasonable limits, it matters little what Nature has done for a country. If you take any land in the Temperate Zone and put well trained men there, the land will turn out to be all right. What did Nature do for Holland, which

is the most densely peopled country of Europe, and one of the most thrifty and happy? Nature simply overflowed it with the sea, and man had to reclaim the very soil he lives on. On the other hand, the very region that was the home of the Roman Empire is now to a great degree uninhabitable for malaria and fevers, and the Grecian archipelago itself does not attract modern immigration. But the land of the Pharoahs does, after the neglect of centuries, because it is under trained English administration. I know a part of our own country so poor in natural resources that it is said that God must have forgotten to finish it; yet the people who live there make more kinds of useful and beautiful things than the same number of people make anywhere else in America; and more of them are rich or well-to-do than the people in any other part of the country. And education engages a larger part of the population than any other single industry, and there is more money spent in school-houses and equipment and in libraries than is spent in the equipment of any industry, except one or two.

Now, while natural resources count for much, a community where the people are trained to profitable industry is the community to which other men will go to live, and they will go from all over the world. After the first pioneer settlements are made, it is trained men that attract men rather than natural resources. The right training of men is a better thing than the bounty of Nature itself. Nature alone never made prosperous States.

But what commonplace things are these that I tire you with! They are only the A. B. C. of your philosophy and of your work. But, if any man should ask for proof of this doctrine that it is the training of men that makes a country great, let him take a chapter out of the current history of the United States. The most remarkable spectacle that has ever been seen in the world is the spectacle of the trained American people at work today. From one ocean to the other they are so doing their daily labor that the products of their skill as well as the products of their soil are invading not only every new land, but every country of the Old

World as well, and the sleeping Orient to boot. In London itself the Englishman will soon go from his home to his office on an electric railway owned by Americans. He wears American shoes and uses American cutlery. If you cross Southern Europe on one of the fastest express trains, you will be drawn by an American locomotive. In Spain itself they use American engines and American machinery. And American locomotives whistle in African jungles and climb the Andes, and pull the Emperor of Japan and his subjects. We have built bridges over rivers on the road to Mandalay. American electrical machinery lights the southernmost beacon on the globe in Terra del Fuego, and American machinery cuts timber at the northernmost lumber camps in Sweden, almost under the midnight sun, whither it was drawn on reindeer sleds. The Pope's bedside is lighted with an American electric lamp, and the lantern of Aladdin has been superseded in Bagdad by American lamps, which are carried over the desert on camel-back. The coolies that fanned Indian princes have lost their job, for American electric fans do it better. We send laundry machinery to Shanghai, and brewing apparatus to Germany.

And it is not by mechanical work and mechanical achievements only that the trained American is covering the earth with his influence. We are bringing civilization and order to long buried islands on both sides the globe and proving that the true government of colonies is to teach them to govern themselves. We prevailed against the powers that prey in preventing the partition of China.

These achievements have a deeper meaning than the mere skill they show in diplomacy, in administration, in organization, in artisanship and in trade, though the meaning of these is deep enough. They show that we have learned something in the training of men that no other people has learned, some method whereby every man may find his aptitude and may reach his most natural development. They show that we have found the secret of preserving the mobility of society whereby individuals may reach the highest efficiency with some certainty and not by chance.

But the only advantages that Americans have over their kinsmen of the old world is the advantage of free democratic training. We are no more capable by nature than the English, and we are not as well trained as the Germans, but we have greater social mobility, which is the very essence of democratic training. We have built a type of society that permits more men to find their natural aptitudes. And thus it is that the greatest contribution to social science, to the science of training men and of building states is the demonstration that we have made of the ever-re-creative and ever-renewing quality of democratic society.

If the triumphs of trained democracy that are now filling the world with talk and wonder prove that the first duty of the state is the right training of all its children, see what this means for Georgia. There are nearly two million pairs of hands and brains in Georgia. If they were all trained to wasteless work and to straight thought while they work, men would come from every land to learn of you. No other part of the globe would be so rich, no other part of the multitudinous swarms of mankind would be so blest. To be a Georgian would mean more than it ever meant to be a Greek. What would you have your commonwealth become? The model state of the Union? The training place of the peaceful conquerors of the world? You have the material for making it so. The shirt-tail boy of your sandhills might become, if he were rightly trained, a great leader of men and a creator of great wealth. The tangle-haired girl that plays in your gulleys might become the mother of a greater statesman than you have yet bred. By training every one of them, but not by training some only, to a useful occupation and a steady balance of body and mind, in two generations, even before many of us here shall die, you may have more wealth, a better diffused well-being, a more robust manhood, greater grace, than Georgia in all her generations has yet had, and more renown than all the deeds of all her honorable sons have yet brought her.

You may, till lately, have merely played with public education

and missed the meaning of it, regarding it as an incident of juvenile life, and as a thing to confer a little distinction in conventional society. You may, till lately, have forgotten that it is the science of building commonwealths. When you earnestly see its full meaning the state will grow under the patriotic ministrations of these its consecrated servants as well-tended gardens grow under the nurture of your Southern sun. And the Georgia of to-day, prosperous and fortunate as it is, is but a raw wilderness in comparison with the Georgia that may be.

Ladies and gentlemen of this state-creative craft, you know that the happiest of mortals have always been those who have worked under a great inspiration. Happiest of men and women are you then, who have an inspiration that no man has had since the fathers of our Republic. For you have dedicated yourselves to the most solemn high service of democracy; and the mute appeal of neglected children is to you the voice of God. It is your privilege to open the wide-swinging doors of opportunity to them to whom they have thus far been closed; and thus you develop the richest neglected resources of civilization. I feel greatly honored to applaud you as you go forth not as workers for wages, but as rebuilders for this commonwealth on a broader foundation than even the fathers laid.

You whose high privilege it is to labor here and we who have the pleasure to applaud you—let us together recite this creed :

I BELIEVE IN THE FREE PUBLIC TRAINING OF BOTH THE HANDS AND THE MIND OF EVERY CHILD BORN OF WOMAN.

I BELIEVE THAT BY THE RIGHT TRAINING OF MEN WE ADD TO THE WEALTH OF THE WORLD. ALL WEALTH IS THE CREATION OF MAN, AND HE CREATES IT ONLY IN PROPORTION TO THE TRAINED USES OF THE COMMUNITY; AND THE MORE MEN WE TRAIN, THE MORE WEALTH EVERYONE WILL CREATE.

I BELIEVE IN THE PERPETUAL REGENERATION

**OF SOCIETY, IN THE IMMORTALITY OF DEMOCRACY,  
AND IN GROWTH EVERLASTING.**

We who have seen this great truth, men and brethren, have been changed by it; and we can never fall away from it. We have an inexhaustable supply of energy and a boundless hope. We work with joy for the love of our fellows and for our faith in them. We cannot rest for the glory of democracy as it has been revealed to us, for we are caught in the swing of its orbit movement. And we cannot recant even at the bidding of all the inert plausibilities of the world. We have seen the central secret of human progress. Since civilization began, religions and state-craft, priests and conquerors, cliques and classes, sects and sections of society, have played for the leadership of man. But we hold the master trick against them all; for when we win, he leads himself.

## HATTERAS.

JOSEPH W. HOLDEN, SON OF GOVERNOR W. W. HOLDEN, SPEAKER OF THE NORTH CAROLINA HOUSE OF REPRESENTATIVES AND MAYOR OF RALEIGH. DIED 1875.

The wind king from the North came down,  
Nor stopped by river, mount or town;  
But, like a boisterous god at play,  
Resistless, bounding on his way,  
He shook the lake and tore the wood,  
And flapped his wings in merry mood:  
Nor furled them, till he spied afar  
The white caps flash on Hatteras Bar,  
Where fierce Atlantic landward bowls,  
O'er treacherous sands and hidden shoals.

He paused, then wreathed his horn of cloud  
And blew defiance long and loud:—  
“Come up, come up, thou torrid god  
That rulest the Southern sea!  
Ho! lightning-eyed and thunder-shod,  
Come, wrestle here with me!  
As tossest thou the tangled cane,  
I'll hurl thee o'er the boiling main!”  
The angry heavens hung dark and still,  
Like Arctic night on Hecla's hill;  
The mermaids sporting on the waves,  
Affrighted, fled to coral caves;  
The billow checked its curling crest,  
And, trembling, sank to sudden rest,  
All ocean stilled its heaving breast.

Reflected darkness weird and dread,  
An inky plain the waters spread—  
So motionless, since life was fled.  
Amid this elemental lull,  
When nature died, and death lay dull—  
As though itself was sleeping there—  
Becalmed upon that dismal flood,

Ten fated vessels idly stood,  
And not a timber creaked!  
Dim silence held each hollow hull,  
Save when some sailor in that night  
Oppressed with darkness and despair,  
Some seaman, groping for the light,  
Rose up and shrieked!

They cried like children lost and lorn:  
" O Lord, deliver while you may!  
Sweet Jesus, drive this gloom away!  
Forever fled, O lovely day!  
I would that I were never born!"  
For stoutest souls were terror-thrilled,  
And warmest hearts with horror chilled.  
" Come up, come up, thou torrid god,  
Thou lightning-eyed and thunder-shod,  
And wrestle here with me!"  
'Twas heard and answered: "So! I come from azure Carribee,  
To drive thee cowering to thy home,  
And melt its walls of frozen foam!"  
From every isle and mountain dell,  
From plains of pathless chapparel,  
From tide-built bars, where sea-birds dwell,  
He drew his buried legions forth,  
And sprang to meet the white-plumed North.

Can mortal tongue in song convey  
The fury of that fearful fray?  
How ships were splintered at a blow—  
Sails shivered into shreds of snow,  
And seamen hurled to death below!  
Two gods commingling bolt and blast,  
The huge waves at each other cast,  
And bellowed o'er the raging waste;  
Then sped like harnessed steeds afar  
That drag a shattered battle-car  
Amid the midnight din of war!  
False Hatteras! when the cyclone came,  
Thy waves leapt up with hoarse acclaim,

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And ran and wrecked yon argosy !  
Fore'er nine sank! That lone hulk stands  
Embedded in thy yellow sands—  
A hundred hearts in death there stilled,  
And yet its ribs, with corpses filled,  
Are now caressed by thee!  
Smile on, smile on, thou watery hell,  
And toss those skulls upon thy shore;  
The sailors' widow knows thee well;  
His children beg from door to door,  
And shiver, while they strive to tell  
How thou hast robbed the wretched poor!

Yon lipless skull shall speak for me:—  
“ This is Golgotha of the sea,  
And its keen hunger is the same  
In winter's frost, or summer's flame.  
When life was young, adventure sweet,  
I came with Walter Raleigh's fleet,  
But here my scattered bones have lain  
And bleached for ages by the main.  
Though lonely once, strange folk have come,  
Till peopled is my barren home.  
Enough are here, O heed the cry,  
Ye white-winged strangers sailing by!  
The bark that lingers on this wave  
We find its smiling but a grave.  
Then, tardy mariner, turn and flee,  
A myriad wrecks are on thy lee!  
With swelling sail and sloping mast,  
Accept kind Heaven's propitious blast!  
Oh, ship, sail on! oh, ship, sail fast,  
Until Golgotha's quicksands passed,  
Thou gainest the open sea at last! ”

JOSEPH W. HOLDEN

## WOMEN WORKERS.

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At last the women of France may compete for the Grand Prix de Rome, which is a scholarship enabling the winner to study Art three years in Rome at the State's expense. It is limited to students of French nationality and heretofore has been given to men only. M. Conyba of the Ecole des Beaux Arts points out that women are regular students of the school—a privilege extended to them only four years ago—and ought, in fairness, to have access to all its opportunities.

Mrs. Victoria Vaschilde, a young Roumanian, is distinguishing herself as an Archeologist. Her thesis on the history of the conquest of Dacia has won high praise and will be printed by the school—Ecole des Hautes Etudes of the Sorbonne at Paris. This is an honor accorded only to the best theses. She is a pioneer in this line.

Fraulein Madeleine Niente is said to be the first woman pharmacist in Germany. She was born at Carlsruhe in 1881. She took her preliminary studies in Switzerland. She is now a student at Lichtenthal near Baden-Baden.

Miss Agnes Weston has been made an LL. D. by the Glasgow University. English sailors call her "Mother Weston" and the "Bishop of the Blue-jackets" on account of her life-long labors in their behalf.

Women cast their ballots for the first time at the recent elections in Norway.

Miss Marie Buchanan, a fifteen-year-old girl from Cheyenne, Wyoming, has been chosen at Chicago from among more than 1,000 applicants to play the violin at the great Rosenbecker concert in March. She went to Chicago four months ago entirely unknown, but has already played her way into the foremost musical circles.

Mary Johnston's new story, "Audrey," now being published as a serial in *The Atlantic Monthly*, will soon be published in book form by Houghton, Mifflin & Co.

One of the most noted of women workers, Mrs. Jennie C. Croly, known to most of us as "Jennie June," has recently died at her home in New York. She is known as "the mother of women's clubs." She was also the wise and devoted mother of six children, which was the nobler work.

It is not often that workers, either men or women, are permitted to reap the harvest which comes from their labors in the educational or political world. This encouragement, however, has fallen to the lot of two young women teachers of Chicago: Miss Margaret Haley and Miss Catherine Goggin. Their work and its results are told in *The American Review of Reviews* as follows:

A matter of great importance to the people of the city of Chicago is the decision recently rendered by the Supreme Court of the State of Illinois which compels the assessing authorities to fix a proper valuation for tax purposes upon the assets, including franchises, of twenty-three Chicago corporations that control street railways, telephone service, and gas and electric supplies. It has been stated that this decision would add more than \$200,000,000 to the sum total of the assessment roll for Chicago, and some millions to the yearly public revenue. The suit which led to this

decision was brought by two young women school-teachers on behalf of a teachers' association, their motive being the lack of sufficient money in the municipal treasury to meet the proper expenses of the public school system. The tax-dodging of franchise corporations is one of the most scandalous phases of our municipal and political life. A very great lesson lies in the fact that this splendid triumph over hideous fraud and corruption has been carried through, not by the wealthy and experienced citizens of Chicago, or by professional municipal reformers, but by energetic women school-teachers.

We are often asked, Can women succeed in art? And it seems as though the remarkable success in Europe of Miss Greenaway, of Lady Butler, and of Rosa Bonheur, and in our country of Mary Cassatt, Cecilia Beaux, Mary Hallock Foote, Rosina Emmett Sherwood, and Mrs. Bessie Potter Vonnoh, should be a conclusive answer.

## THE OLD GOVERNESS.

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TRANSLATED FROM THE GERMAN BY CORA STOCKTON, '02.

I know an old lady, who sometimes tells me pretty little stories. She has enjoyed little sunshine, her life is spent in continual care and anxiety for others, who allow her no time, to think of herself and her own sick body, and yet she never loses her temper. She certainly belongs to the indestructible nature which does not allow itself to be conquered by fate and she possesses in a large measure that wonderful tenacity of woman, which enables her, with fragile body and sickness to endure what would cast down three strong men.

The old lady, who has been a grandmother for years, has an older friend, whom she still calls "my old governess," for once a long time ago this one had been her teacher and since that time, they have been joined to one another by a bond of mutual attachment. I believe, the old governess remains in the same relation to her former pupil as at that time long years ago. She still shares instruction with her and reproaches her even to-day in a loving manner for all sorts of youthful follies. My aged friend lately told me a little story about this old governess, which seemed to me so strangely touching, that I should like to repeat it here, and in about the words that I heard it.

Not long ago, I visited, so she related, my old governess, for I wished to see her once more, before she went to Bethany Hospital, where a very dangerous surgical operation awaited her. I found her quite composed and bright as ever. I believe, that if, in my life during hard times, cheerfulness has never entirely left me, I have learned that from my good old teacher. When I entered, she at once neatly covered the table, placed upon it the beautifully flowered porcelain ware, which she brought into use only on a great feast-day or on especially solemn occasions, and made some good coffee. In addition to this, she brought out an agreeable sort of "lasting

cake" which she made with her own hands after an old mysterious recipe and baked in her own oven. She knew, that since my childhood I had had an enthusiasm for it.

"So, Annie," said she, "now we will once more be right happy."

I must have sighed a little at that, for she looked at me a while with good kind eyes and said: "I am perfectly quiet and bright, little child, for everything is ready, and the remainder rests in the hand of God. Lest, as my presentiment tells me, it should not come out fortunately I have in the last eight days, little by little, for I can not do much as you know, prepared everything, so that no one will have any trouble about that, and everything will go like clock-work. And yesterday when I had finished I was driven out to the church-yard of St. Matthews's and have looked at my pretty little place which was bought some years ago. It was a splendid day, the sun shone, the birds sang, and all around in the church-yard the roses bloomed. It was quiet and peaceful there, and the noise of the city sounded only from afar. On both sides of my little place, they had dug graves in the last years. It waits ready for me. On the right lies a professor, and on the left, the wife of a privy counsellor, there I would be in the best of company, much too distinguished for me, as I know. And just think, the loveliest flowers and most charming quaking-grass stand upon the solitary spot of earth that belongs to me. Although my stoop is right bad, there I have gathered a little bouquet for myself that I will take to Bethany—do you see, yonder it stands in the vase—it shall stand by my bed. When I plucked this little bouquet, there sang so beautifully in a wild rose bush, in the neighborhood a little bird, as if he wished always to say, 'How beautiful is the world, how splendid is life!' And in the midst of his song he flew into the air singing, as if he could not restrain his joy. What a pity, that I could understand nothing of it, I would like to know what this little bird is called, that is so cheerful among graves, cypresses and tomb-stones. If he sings there next time, I will indeed not hear him, although I am present." I seized her hand and softly stroked her tender, wilted, thread-like fingers. I could not speak.

But she stood up, went actively to her old rounded family chest and carefully drew out the top drawer. There lay an entire outfit, all neat and smoothly laid together. She picked up the parts separately and showed them to me, stroked them softly with tender hands and again put them away in their place. All these garments were white and prettily embroidered, the linen without initials however, as that is an old custom. Thoughts which one by no means should like, often so quickly rise, that one has not time to repress them, and so there darted through my mind: She must appear charming in them with her fine old face.

"Day before yesterday," she said, "I selected a coffin for myself; a very kind gentleman with a sympathetic face took me around in the shop and showed me everything. O then, there was a choice to make, it was indeed hard to make a selection. There were magnificent coffins entirely of metal, which glistened with gold and silver, for counts and councillors and kings of commerce. But these did not please me, for I thought I would certainly not feel well in them. But the kind gentleman said: 'O gracious lady,'—for so he called me—'we will find something; we are prepared to suit any taste.' And then he showed me a very beautiful black one, which shone beautiful and bright as if it were made of ebony. 'Very pretty,' I said, 'if only it were not black; that looks so sad.' 'Then I would advise light yellow,' he answered, 'we have the same quality also in light yellow. Look here!'

"That pleases me,' I said, 'only it is draped with black crape; that again looks so sad.' 'This decoration is generally very much liked, gracious lady,' he said in return, 'but just as you command. If I am allowed a suggestion, I would like to advise something to you, that we have already often made. What do you think of nosegays here, and here, and so on? Nosegays of two or three beautiful roses and between a hanging drapery of little Scotch roses—that makes it charming, and appears very pleasant.'

"That also pleased me very much; we settled it thus and discussed the price. Then he said: 'Have you, gracious lady, the

measures perhaps already taken, or may I send some one, that he may do it?' I answered: 'You can take them here immediately; the coffin is for myself.'

"Now he appeared somewhat startled and gasped for breath a few times, until I enlightened him and even told him that if he were not quite sure of the trade, he should not lose the order. I would take care of that.

"He soon found his old amicable manner again, wrote down everything, and as we separated he expressed with many bows the heartiest wish for my welfare and wished me much good fortune. No diplomat could have done better.

"Then I went to Schleicher, in order to select a tombstone for myself. I was never there before, and was quite astonished at what one finds there already on hand. Marble angels with wings and palm branches, charming little Genii with inverted torches, broken columns, heavy granite monuments and crosses and monuments for people of every condition. One could fit out quite a large churchyard with them. The modest marble slab, which was appropriate for me, I soon found, for I had selected it before in my own mind; and as this was the last that I had to attend to, I went contentedly home. I have written down everything and put it with the necessary money in a sealed envelope, so that everything is ready. I could now indeed, dear Annie, look calmly into the future; if I did not have a fear which worries me very much. Nothing concerning the operation, for a master will conduct that. What human art is able to do will be done, and the rest I leave with God. No, I am troubled over something quite horrible, which nothing in my power can prevent. You know indeed, when one is in an unconscious state, when one is not master of his mind, one often says quite ugly things. Only think, Annie, I have a friend that experienced it; she was such a good, gentle soul that I never heard from her an evil or an improper word. I was, at her wish, in the adjoining room during the operation, and as the door was open, by accident I heard what she spoke as she lay in uncon-

sciousness. She scolded terribly and used quite horrible words. I had not indeed believed that she knew such words at all. Do you see what it is over which I worry? I would die of shame if I afterwards heard that I also had said such ugly things."

I tried naturally to talk her out of that, but I did not succeed, and with this strange fear she went to Bethany. On the day after the operation I went there and heard that all had gone well, and the best hope for recovery was held out, but she could not see any one, for she was weak and enfeebled. I spoke to the nurse, who had undertaken to nurse her, and she related to me as follows: "The first thing that your friend did when she awoke out of unconsciousness was that she seized my hand, looked imploringly into my eyes and asked me: 'What have I said? Tell me quite honestly, dear nurse, what have I said.'

"Then I could tell her only in accordance with the truth: 'In the first place, you have prayed with distinct, clear voice the Lord's Prayer, and after awhile you added this: O what was our Master obliged to suffer! That was all.' If you could have seen, what a gleam of joy went over her face, when she heard that!

"'O dear nurse,' she cried, 'how I thank you, how I thank you! how happy that makes me!' And she raised herself in spite of her weakness and would have kissed my hand if I had allowed it."

Now my friend has been in her home for some time and is comparatively quite lively and active. Lately we have very pleasantly celebrated her recovery, have drunk coffee out of the beautiful porcelain ware and eaten with it delicious little cakes. Then she told me "My first errand naturally was to the undertaker's." He recognized me immediately, greeted me very politely, and said he was extraordinarily pleased to see me so well. That came out so sincerely and honestly that he won my whole heart, the more so, as I really had deceived this man in his business hopes to some extent.

"Out of our agreement for the present can nothing come," I said, "but it holds good, quite fast; I have provided for it in writ-

ing. You know, light yellow with rose decorations. Postponed is not ended."

"Indeed, I know," said he, and bowed again while he mildly rubbed his hands together, "and it shall be quite a special joy for me to be allowed to wait a right long time for the fulfilment of the esteemed command."

"Is it not so, Annie, that that was right pleasantly thought and said? More so from his standpoint, because he lives from his sales. People always write so much nowadays about the world's being so wicked. I can certainly not find it so. If everyone is himself good to man-kind, then one will find some who are always the same. That is my opinion of the matter. What do you think, Annie?"

Thus the old Governess now rejoices over new given life and looks brightly and peacefully into the future, for the thought of the beautiful, peaceful spot in the churchyard, and of the pretty yellow coffin with rose drapery has no terror for her.

## MY PRAYER.

To seek for knowledge wherever found,  
To sow its seeds in fallow ground,  
To follow truth where'er it lead,  
To keep my soul from hate and greed  
To see my duty with clearer sight,  
To do it bravely from morn to night,  
To bear my burden without a cry,  
To share my brother's without a sigh,  
To live as in my Master's eye,  
To walk by faith, in peace to die.

J. Y. JOYNER.

## AMONG OURSELVES.

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SADIE E. KLUTTZ.

**Adelphian Entertainment.** During our last week at the Normal no one could fail to notice the bubble of joy and good feeling which pervaded the whole school. So on the evening of December 19, when all work was laid aside and many hearts were filled with the happy thoughts of going home, the Adelphians realizing how slowly those few hours would pass away, seized the opportunity to raise funds for the much needed Students' Building.

About 8 o'clock, the happy crowd gathered in the Assembly Hall but with the first chords of music everything was quiet and all were attentive. When in a few minutes the curtain was drawn, we were greeted by the familiar scene of a school-room. Each pupil was busy with her knitting or embroidery, or interested in some work of fiction. The true school-girl spirit seems to possess all alike, and they presented a pleasant scene as we looked into their joyous faces and listened to their merry songs. There were the mischievous-lovers of fun mocking the dignified "school ma'am," the hungry freshman, etc.

We were permitted to witness a "Dress Rehearsal" of "one of Shakespeare's charades, Cinderella." Here again the mischief of the girls is shown as they rehearse their respective parts, one timid girl hesitating to appear as Prince and another, the Fairy Godmother, not knowing whether to enter "riding a broom" or whether she should "come down the flue." The Spiteful Sisters in their quarrels added much to the success of the play. So perfectly did Cinderella play her part that a lady, who chanced to enter the school-room while she was rehearsing, mistook her words for the truth and determined to rescue her from that "infamous place" at once.

Thus, by the return of the visitor accompanied by a policeman,

the rehearsal was interrupted and all present were thrown into a state of confusion and distress. After the shedding of many tears and much explanation, the truth was at length accepted and the visitor joined in the merry laugh of the girls. She shows her trust in the words of the girls and her confidence in Miss Jones, the lady principal, by promising to send at once her little niece to the school.

The girls again resumed their merry songs and as the curtain fell the audience showed their appreciation of this bit of "harmless folly" by their hearty applause.

BESSIE HAGWOOD, '03.

To those who remained in College during the Christmas at Christmas holidays, that time seems like a pleasant **the College.** dream. Resting, reading, sewing, shopping, visiting filled the days. The evenings were delightfully passed in consequence of the hospitality and untiring efforts of Miss Kirkland and of the few of the Faculty remaining on the hill.

A "Tacky Party" was held in the Dining Hall, which rung with mirth as the various costumes were brought to view. Many of them were veritable rainbows. Miss Gibbs took the prize. Suffice it to say that if she does other things as well as she acted the "tacky," she will succeed in life. The evening wound up with a cake walk. Misses Heartt and Haithcock "took the cake," which was a decoction of baked meal, iced with flour.

Services in the Chapel on Christmas Eve were very sweet and grateful to us who were growing home-sick. Merriment began at 11:45 p. m. With paper horns, combs, tin pans, and even the formidable "study bell," we went out and as the clock struck twelve we opened our concert to tell the lazy sleepers that it was Christmas. To atone for the jangling of midnight, the same band started out again just as the day came softly on the rustling breeze, and sang carols, telling the old sweet story of the Babe of Bethlehem.

Miss Kirkland entertained us again in a Masquerade and an Orange race, the delights of which were too numerous to be told in one short paper.

The last of our special evenings was a reception tendered us by the Westminster League at the home of Dr. Beall on Asheboro street. All that most gracious hospitality could suggest and refined tastes could accomplish was done for our pleasure. We appreciated and are most grateful.

On the afternoon of January 10th, we were very delightfully entertained by a Recital given by the Music and Elocution Departments of the College. A great many were present and enjoyed the afternoon.

Nearly two hundred students availed themselves of the opportunity of hearing Polk Miller lecture; and it goes without saying that all were delighted. Let us all go next time and give him the reception which he deserves. Polk Miller is one of the few who can now instruct young folks in the ways of life which our parents knew.

Recently, we were glad to have as guests, Mr. and Mrs. Coleman.

Margaret Ferguson of Reidsville, spent several days here with friends.

On December 18th, Mr. Wyche attended our Chapel Exercises and afterwards told us, in his delightful way, several stories from "Uncle Remus."

We are glad to have with us again May Crow of Raleigh.

Maud Gainey, who is now the private secretary of President Hobbs of Guilford College, paid us a visit during the holidays.

We are glad to welcome as a student of the college and a member of the Senior Class, Annie Beaman, of Clinton, N. C.

May Cheatham, of Oxford, spent several of the holidays with her sister, Tazzie Cheatham.

Mr. and Mrs. Dean, of Wilkesboro, honored us with a visit.

Master Willie Crow, of Raleigh, spent Christmas at the college with his aunt, Miss Kirkland.

Eleanor Watson, Annie Wiley and Sophie Kluttz, of Salisbury, were our guests for several days.

Carrie Wooten, one of our former students stopped over for a few days with her friend, Sallie Davis, on her return from Charleston.

Miss Hamlin, a sister of one of our students, Julia Hamlin, spent several days here recently.

#### V. W. C. A. NOTES.

Tuesday afternoon, November 26th, Rev. T. Kugimiya, a Japanese minister who is studying English at Trinity College, spoke to our Association, telling especially the story of his life and conversion.

Sunday evening, December 8th, the Missionary Committee had charge of the service, which was of unusual interest.

This committee also provides a leader for the Saturday evening prayer-meetings when some missionary subject is presented, usually in the form of the biography of some missionary.

The Rev. Thomas Bell, rector of St. Barnabas Church, preached one Sunday evening in December. As Dr. Crawford was unable to be with us as usual that month, Mr. Richard Wyche spoke to us instead.

During the holidays, the daily prayer services were well attended.

January 5th, Rev. T. M. Johnson preached for us, speaking of the "Way to Begin the New Year."

#### ATHLETIC NOTES.

Athletic organizations are needful in College, and our students recognize this truth. The season of Basket-ball and Tennis is upon us, and we must meet it promptly. A word to new students. There are one hundred and fifty members of the Association. There should be, at least, two hundred and fifty. The admission fee is so small that all can join, and we want you all. We need you and the money too.

Several Tennis clubs have been organized since the holidays. We need grounds, rackets and balls. The Association, after much discussion, has decided to petition the Board of Directors for a certain amount each year for the purpose of encouraging athletics. We deserve this amount and feel sure of getting it.

Now in regard to Basket-ball, the work of these teams has been appreciated very much by the students and alumnae, and in many respects they have shown themselves loyal to its interests.

The Sophomore and Freshman teams will play a match game in the near future, and we are sure when the opposing teams take their places there will be great excitement. Naturally the Sophomore class will have the advantage of the Freshman team because they have played and practiced more. The games that have already been played by the different teams, while not showing the true strength of these teams, were of great value to the inexperienced girls, but as a general thing the teams are evenly matched.

Let us all be on the lookout for good material and when you see a girl that you think will make a good player in Basket-ball or Tennis, take her on the grounds and try her, and then if you think she will do, use your influence in getting her to join the Athletic Association.

One last plea is that you join the Athletic Association, and then you will be able to say: "I joined the Association, I know what a good thing it is, and I am not sorry for having joined."

SELMA C. WEBB, '04.

PROFESSOR P. P. CLAXTON.

Our faculty and students are unanimous in expressions of earnest regret for the departure of Prof. Claxton, who since 1893 has been a most valued member of our faculty. Since he has been among us he has won a high place in the esteem of his co-workers and in the affection of his pupils. He goes to Knoxville, Tenn., to take the position of Secretary to the Bureau of Information and Investigation, just being organized under the Southern Education Board.

Philander Priestly Claxton was born in Bedford county, Tenn., in 1862. His elementary education and preparation for college were received in the public schools of his native county. He entered the University of Tennessee at the age of eighteen and graduated in two years with the degree of A. B. Later, in 1887, he took the M. A. degree at his alma mater for work done in German literature.

Mr. Claxton's first work in North Carolina was done as a teacher in the Goldsboro Graded School, which he began in the fall of 1882 after his graduation in June. Here he remained till the summer of 1883, when he was elected Superintendent of the Kinston Graded School, which he organized and superintended during the following year. The next two years were spent in study; the first at Johns Hopkins, where he studied the Teutonic languages and History, and had the good fortune to take Pedagogy under the celebrated educator, Dr. G. Stanly Hall; the other he passed in Europe studying the German language and literature and visiting the German Public Schools. During the next year, 1886-87, Mr. Claxton was superintendent of the Wilson Graded Schools. From

this place he was called to the superintendency of the Asheville City Schools. He began his work in Asheville on January 1st, 1888. He organized its schools and for six years worked zealously as superintendent. While he was there, four large school buildings were erected, showing the increase of the work under his leadership. In the summer of 1893 he came to the State Normal and Industrial College as Professor of Pedagogy and of German, holding both these chairs for three years. In 1896 he gave up the German, devoting his time to the teaching of Pedagogy and to the management of the Practice and Observation School. During his professorship at the Normal, he has spent five months studying the schools in England, Germany, France, Italy, Denmark and Sweden. The Practice School, especially, has received the benefit of ideas gained abroad.

For eighteen years, Mr. Claxton has spent almost every summer working in the county institutes and in the summer normal schools of this State. He has also taken part in the summer school work at Chapel Hill, the University of Mississippi, and the Vanderbilt University. He went back to his alma mater for work in the summer normal session there, and has also worked in the summer institute for the city teachers of Atlanta. Mr. Claxton has regularly attended the meetings of the North Carolina Teachers' Assembly and the Association of City Superintendents of North Carolina. Usually he has been on the program to speak on these occasions.

For three years, Mr. Claxton has been Secretary of the Southern Educational Association and has frequently been on the program at its meetings. He has made himself invaluable to the teachers of North Carolina through the merits of his *North Carolina Journal of Education*, now merged into *The Atlantic Educational Journal*. Of this he was the founder and he has been its editor for four years.

Mr. Claxton has been married twice, first to Miss Verina Staunton Moore of Wilson, N. C., in 1885, and again in 1894 to Miss Elizabeth Porter of Tarboro, N. C.

SALLIE P. TUCKER, '02.

## PROFESSOR J. I. FOUST.

Prof. J. I. Foust, who succeeds Prof. P. P. Claxton in the chair of Pedagogy of The State Normal and Industrial College, is well fitted for his new work. He was born in Alamance county in 1865. He is an honor graduate of the University of North Carolina of the class of 1890. In 1892 he married Miss Sallie Price of Wilson. Since 1895 he has been the successful superintendent of the public schools of Goldsboro. In addition to this, his experience in teaching embraces two years of work in the country schools before his graduation, and, since his graduation, three years as superintendent of the Wilson Graded Schools and two years as principal and teacher in the schools of Goldsboro. His long service as superintendent of one of the oldest, most successful systems of city public schools in the State, and his work in directing the excellent corps of teachers therein, have been a practical preparation for his new work.

In addition to his other professional work, during his summer vacations, Mr. Foust has done much institute work in the State, and has been a member of the faculty of the summer school at the State University. He has been an enthusiastic student of educational problems in this State and elsewhere. Only last year he spent some time in visiting and studying the schools of Massachusetts and Connecticut. His articles for educational magazines and his papers before the North Carolina Teachers' Assembly and Southern Educational Association have attracted attention and proved stimulating and helpful to his co-laborers. His rank in the teaching profession is indicated, in some measure, by the positions of trust and honor that he has held and the calls upon him for public service. He is president of the State Association of City Superintendents, a member of the executive committee of the North Carolina Teachers' Assembly and of its special committee to memorialize the Legislature for revision of the public school law, and a member of the executive committee of the State Literary

and Historical Association, and of the committee for selection of books for rural free libraries.

We cordially welcome Prof. Foust and wish him a long and prosperous career among us.

FLORENCE MAYERBERG, '02.

## OUR WOMEN IN BUSINESS.

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DAISY LEE RANDLE.

In "days of old," the days of our great-grandmothers, the only situation open to women was that of housekeeping.

Another generation, and we find our grandmother, still clinging to the old idea that the most honorable course for her to pursue is marriage and housekeeping, but the school-room has been opened to her, and if she must support herself she can do so by teaching.

Another generation,—and to our mothers, the field has widened somewhat. Numbers of women are teaching, not simply till they can marry, but it is their vocation. They are fitted for it, just as their brothers are. Other fields of work are also open to them, not to a very great extent it is true, but the idea that a woman can understand business affairs has taken hold of the public and we find a few of our mothers in the business world. Some in offices, some in business for themselves, and a few have even dared to learn a profession. These mothers of ours have proved to the world that many a woman has as good a head for business as her brother or husband, and in America, especially, there is scarcely a branch of industry at the present day that women are not entering.

We have women teachers, of course—and many of them have reached the highest point in the profession. We find also lawyers, doctors, architects, bankers, editors, book-keepers, stenographers, civil engineers, painters, sculptors, designers, even archeologists. From boarding-house keepers, many have developed into hotelists. Some of our most successful farmers are women, and such vocations as bee keeping, dairying, etc., are now claiming their attention. We learn that one young woman in this State is attending the Agricultural and Mechanical College for the purpose of learning the science of dairying. We also believe that the instruction to be given in the textile department of that college will be a great advantage to the girls as well as to the boys of this State, and we are not

afraid to wager that some of our girls will turn out to be more artistic designers than their brothers.

One thing we wish especially to emphasize just now is our women in the office as stenographers and book-keepers. The best proof that women can fill these positions satisfactorily is the fact that they are filling them all over the country.

The old idea that an office is not the place for a young lady is a thing of the past. She can be as much of a lady in an office as she is over the cook stove or at the piano, and just as much at home in one place as in the other. One advantage the girl has over her brother is that she is apt to be neater with her work than he, and her office is kept in better order and made more attractive than his, while her work is just as accurate. We do not mean to say that every young woman can do this; many fail, as is also the case with men in every branch of business, but the number of those who fail is not large enough to discourage the host of others who are daily launching out.

One proof of this is the increase in our own business department every year. Besides sending out teachers to all parts of the State, our college is sending out numbers of young women who are filling responsible positions in almost every town in North Carolina and in other States as well.

Below we give a list of some of them, and we are sure their fellow students and friends who see this will be glad to know where many of them are, and that they are, as a rule, succeeding in their work:

#### GREENSBORO.

Nannie C. Combs, with The Southern Finishing Mills, also general reporter.

Lizzie Stuart, with the Proximity Manufacturing Company.

Lucy Duffy, Cornelia Michaux, and Nannie Weaver, with the Cone Export Company.

Irma Mendenhall, with the Southern Loan and Trust Company.

Velma McCulloch, Nan Wood, and Lucy Jones, with the Hunter Commission Company.

Pattie Caldwell and Octavia Weaver, teaching Shorthand.

Annie Davis, with Mr. J. Sterling Jones, Insurance Agent.

Kate Bradshaw, with Greensboro Electric Company.

Haywood Middleton, with J. W. Scott & Co.

Margaret Hanner, with Bray Brothers.

Ethel Finlaytor, with Master of Trains, Southern Railway.

Annie Land, with Gate City Furniture Company.

Helen Land, with Southern Bobbin Works.

Eva Montgomery, with King & Kimball, attorneys.

Cammie Curtis, with O. C. Wysong.

Marie McCormich, with M. G. Newell & Co.

Daisy Phoenix, with Proximity Grocery Company.

Emily Austin, stenographer for Dr. McIver, President of the State Normal and Industrial College; Pearl Lea, assistant in Commercial Department of our College; Bessie Hagwood with *The Atlantic Journal of Education*.

#### CHARLOTTE.

Pearl Clarkson, with New York Life Insurance Company.

Sallie Jamison, with the Weddington Hardware Company.

Alice Sims, with the Charlotte Drug Company.

Hattie Hammond, general stenographer.

Lizzie Lawrence, with the Liddell Manufacturing Company.

#### HIGH POINT.

Deborah Tomlinson, with the Thompson Chair Company.

Sarah Webster, with Hon. Wescott Robertson.

Luda Clinard, with The High Point Furniture Company.

Lena Best, with the High Point Mantle and Table Company.

Maud Gainey, stenographer for Pres. Hobbs, of Guilford College.

#### RALEIGH.

Frances Burkhead, teaching Shorthand in the Baptist Female University.

Julia Howell, stenographer for Governor Aycock.  
Elsie Riddick, with the State Agricultural Department.

#### NEWBERNE.

Mattie Belo Williams, general stenographer.  
Annie Cahoon, with P. H. Pelletier, Lawyer.  
Maud Kinsey, with Clerk U. S. Court.

#### WASHINGTON.

Sue Hooker, with Small & McLain, Lawyers.  
Julia Wiswell, with the Cotton Seed Oil Company.  
Annie Cox, with the Eureka Lumber Company.  
Margaret Jarvis, with Mr. Bragaw, Lawyer.

#### HICKORY.

Mrs. E. B. Cline, with Mr. E. B. Cline, Attorney.  
Lodusky Dosty, with the Martin Hardware Company.

#### NEWTON.

Marjory Whitfield, teacher of the Business Department, Catawba College.

#### WHITEVILLE.

Mamie Perry, with Mausby Brothers, General Merchants.

#### CONCORD.

Frances Leslie, with the Cannon Manufacturing Company.

#### SALISBURY.

Lucy V. Brown, with Mr. Sands, General Manager, Southern Railway.

#### ELKIN.

Mrs. McNair, stenographer for the Elkin Hardware Company.  
Beulah Fields is in the Millinery business for herself.

#### DURHAM.

Mary Black Humber, with Guthrie & Guthrie, Lawyers.

## ELON COLLEGE.

Mamie Banner, stenographer at Ossipee Mills.

## GOLDSBORO.

Antoinette Burwell, general stenographer and teacher.

## CLINTON.

Annie Freeman, with the Freeman Grocery Company.

## SHELBY.

Fannie Barnett, in a law office.

## ALBEMARLE.

Pearl Bostian, with the Eifel Manufacturing Company.

## MORGANTON.

Mabel Haynes, with the Supt. of the Institution for Deaf and Dumb.

## GASTONIA.

Mary Detwiler, with Robert D. Durham, Lawyer.

## ROCKY MOUNT.

Maggie McLain, Shorthand teacher in a private school.

## GREENVILLE.

Mattie Moore, with Solicitor Moore.

## WARRENTON.

Elizabeth Jones, teaching Shorthand in the Warrenton High School and managing the Telephone office.

## CHAPEL HILL.

Hattie Berry, with U. S. Geological Survey.

## KINGS MOUNTAIN.

Ida Plonk, with Mauney Brothers.

## PINEHURST.

Georgia Simpson and Mabel Wood, with the Pinehurst Winter Resort.

WASHINGTON, D. C.

Fodie M. Buie, Department of Justice.

Rachel C. Brown, Department of Indian Education.

BOSTON, MASS.

Kitty F. Dees, with the Manning Landscape Architect Co.

## CURRENT EVENTS.

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ANNETTE I. MORTON.

In the terrible New York Railway tunnel disaster which took place recently, seventeen persons were killed and two hundred injured. This event reminds us that the Pennsylvania Railroad Company has decided to dig a tunnel under the bed of the Hudson River instead of building the gigantic bridge across it, as they had first planned to do. Tunnels will also be constructed under the North and East Rivers by this same company, thus providing in New York a terminus for its lines in New Jersey and Long Island. These tunnels will be well ventilated, and lighted by electricity, thus proving a cleanly and comfortable substitute for the overground roads.

It has recently been discovered by two French scientists that the blue or green skins of such animals as the frog, lizard, etc., are for their protection, not only against the enemies which might harm them, but also physically, since they sift out those light rays which may be injurious to the system. Observations have shown that the blue or green colorations cause the absorption of the red heat radiations which are useful to the body, while the violet and ultra-violet radiations, which are harmful, are rejected. Thus the skins of these animals serve as sieves, allowing only those light waves which are beneficial to the system to pass through them.

What will science and surgery accomplish next? Well may we ask this question, after a feat of surgery recorded by *The Literary Digest*. At a recent conference of surgeons at Lyons, France, a young man had his larynx removed and replaced by one of hard rubber. The natural glottis and vocal cords were replaced by a thin rubber diaphragm with a slit in it. As the size and tension of this diaphragm are always the same, it can vibrate in but one way,

and hence produce but a single note, therefore the man's voice never varies in pitch; but as the modifications of the voice which produce the vowel sounds and the consonants are due to the motions of the tongue, palate, teeth and lips, which parts still remain intact, the man can speak distinctly, though always in the same tone. A perforated metal top covers the larynx, thus preventing solid food from entering it and the breathing tubes. Liquids which run through this top are conducted away to the esophagus or gullet by a tube connecting it with the rubber larynx. There is yet another tube which comes out in front of the neck, thus enabling the subject to breathe more freely than would be possible through his artificial glottis. When he wishes to speak he closes the opening in his neck with his finger.

A farmer was recently arrested in Pennsylvania, says *The Electrical Review*, on the charge of theft of electricity. This enterprising truckman had discovered a new method for making his vegetables grow rapidly. A trolley company whose lines ran by his farm were having great difficulty in supplying enough electricity to their cars. When investigations were made, it was discovered that the trolley wires had been ingeniously tapped and connected with them was a net-work of tiny wires covering the entire field, and giving him the richest harvest that the soil has ever been known to produce.

Marconi claims already to have received signals—the letter S repeated—across the Atlantic, and says that within a year these wireless messages will be sent from continent to continent as a regular thing. Thirty-nine English naval vessels have already been equipped with Marconi's wireless system, and the United States will soon have her navy supplied with the instruments. Marconi has been so busy of late perfecting his invention that when asked by a friend why he did not get married, he told him he didn't have

time now to go through with the ceremony. When the young lady, to whom he was engaged, heard of the remark, she asked him to release her from her engagement, a request which he willingly granted!

Congress will probably wait until it sees how successful Marconi's invention will prove in sending long distance messages before it takes any definite steps in arranging for the laying of the Pacific cable between the United States and the Hawaiian Islands.

In France, on the Mozelle River, kites are said to be used for towing boats. A kite six feet long has been known to tow a boat containing six people and make good headway against a strong current.

Mr. C. P. Hewitt, of New York, has recently invented an improved electric light. He says that it is of eight times the efficiency of the ordinary incandescent lamp. It consists of a glass tube with a glass bulb at one end containing a gas generated from mercury. When the electric wire is attached the bulb is flooded with light, the gas serving as a conductor. In comparison with this the ordinary electric light looks like a tallow dip. Hewitt claims that this light costs only one-eighth as much as the incandescent lamps, and one-third as much as the arc and gas lamps.

The Memphis Medical College has of late been experimenting with a fluid which is more effective than anything yet discovered for preserving the body after death. This fluid is said to petrify the body and preserve it for all time as natural as when the fluid was first injected.

France and Italy have made an agreement by which Italy will

support France in the exploitation of Morocco, while France will assist Italy in her aspirations in Tripoli.

British commercial prestige is on the decrease. The imports during the past year are valued at £836,177 less than those of the preceding year. The exports show a like decrease in value.

During the year 1901 the Boer forces were reduced by 18,320. The British have lost about one-half that number. Besides these, over 4,000 of the latter have died of disease, and many have been sent home on account of sickness.

The financial affairs of Germany are said to be in a critical condition at present. Many of the large business houses have failed, and domestic trade is on the decline. The foreign trade, however, remains good.

A Frenchman by the name of Windt has started to walk from Paris to New York by way of Alaska and Siberia.

The infant mortality in Russia is something appalling. In some provinces forty and even fifty per cent. of the children die before they are a year old. This terrible death rate is due to the poverty of the lower classes.

Tomas Estrada Palma has recently been elected President of Cuba. He is thoroughly in sympathy with the American modes of government and will doubtless endeavor to pattern the new government of Cuba much after that of the United States. The new president will assume the duties of his office May 1st.

During the recent earthquake shock in Mexico three hundred persons are reported to have been killed, and a great many others were seriously injured.

The coronets to be worn at the coronation of King Edward are now being manufactured. The rank of each of the nobles will be denoted by the number of silver balls or strawberry leaves on his coronet. The crown of the Duke will be ornamented with eight strawberry leaves, and that of the Marquis with six. The Earl's coronet will bear the same number of leaves and eight silver balls, while that of the Viscount will be denoted by eighteen silver balls. The Baron will have neither balls nor leaves to decorate his head-gear, but his crown, which is of a bright red color, will outshine the more highly ornamented ones of his superiors.

The embassy which President Roosevelt has selected to represent the United States at the coronation of King Edward next summer, will consist of three noted men and their secretaries. Mr. Whitelaw Reid has been chosen as ambassador-in-chief. General James H. Wilson, a distinguished officer who served in the Civil War, will represent the army, and Captain Clark, who distinguished himself while Captain of the Oregon, will represent the navy.

The city of Vladivostok owes its growth and present prosperity wholly to the building of the Trans-Siberian Railway. Forty years ago its only inhabitants were four Chinese fishermen. Now it is a flourishing city of 50,000.

The railroad from Mombassa on the east coast of Africa to Lake Victoria Nyanza has recently been completed. It is now six hundred miles in length. This road will be of the greatest value to

the British, as it will consolidate their interests in Eastern and Central Africa. It will also hasten the completion of the Nile irrigation works, which are under British supervision. The completion of this road will greatly increase the commerce of this section of Africa and do more for its civilization and the abolition of slavery there than anything else could do.

The population of the United States is rapidly increasing. When our dependencies are taken into consideration, China, the British Empire, and the Russian Empire only have a larger population. We number over 84,000,000.

The mineral products of our country last year have been valued at more than \$1,000,000,000. The value of the coal and iron alone has been estimated at \$556,000,000.

Congress will hold a memorial service in honor of McKinley in the hall of the House of Representatives on February 27th. Secretary Hay will deliver the oration.

A bill to create a department of commerce has been discussed in the Senate.

Arizona, New Mexico and Oklahoma are now demanding statehood of Congress.

The sugar growers of the Hawaiian Islands are protesting against the proposed reduction of the tariff on the products of Cuban sugar plantations, fearing lest their own profits may be reduced if this is done.

The United States government intends to show the highest honors to Prince Henry of Prussia during his stay in this country. The details of the arrangements for his entertainment while here will be looked after by Secretaries Long and Hay. This visit of Prince Henry will mean a great deal to both the United States and to Germany. It will doubtless do more to disperse the clouds of doubt and suspicion which have been gathering of late, and establish a more friendly relation between the two nations than years of diplomatic consultations and maneuvering could accomplish.

Thirty per cent. of the 403,716 immigrants who arrived in New York during the year 1901 could neither read nor write.

Uncle Sam now has two hundred and twenty-five war vessels in his navy and sixty more are in process of construction.

The Charleston Exposition is now in full blast, and from all accounts it is a great success. Many foreign countries have sent contributions to the exhibits, and all sections of the United States are well represented. The old Liberty Bell has honored the Exposition with its presence, and on its journey to Charleston, at almost every station, it was met by large crowds who greeted it with many cheers and much applause.

The St. Louis World's Fair grounds are to be arranged after the plan of a Model City, with all the most important organizations: such as a fire department, police force, etc., which are deemed necessary for the management, convenience and safety, of an ideal city. The Government building is to be situated in the center of the grounds and the other buildings arranged in squares around it.

In addition to the other attractions at St. Louis, there will be racing in the air. Prizes amounting to \$200,000 will be awarded to the inventors of airships.

Boston is soon to have a college in which young women are to be taught electricity, mining, engineering, naval construction, and architecture, thus hastening the day when men will not have to work!

It is reported that M. Lebaudy, a French millionaire, has given \$1,000,000, or 5,000,000 francs for the establishment of a French Industrial College in connection with the Chicago University. Two hundred graduates of French colleges are to be sent here annually to study American industries and business methods.

The Chicago school board has set to work to weed out the fads that were introduced by a preceding "up-to-date" regime. It has been found that high-school pupils who were "taking" impressionist painting and had several ologies at their tongue's ends, could not spell decently or write a page of grammatical composition.

A ransom of \$72,000 has been paid to Miss Stone's captors for her release, and it is thought that she will soon be in America.

The casualties among the Filipinos during the past year have been awful. About sixteen of their men have been killed to one of ours, and our loss has been quite heavy. The cost of the war

in money has been tremendous, besides the loss of life and health which many of our men have sustained. Are the Philippine Islands worth the price we are paying for them?

The organization of the Carnegie Institution has been completed by the election of the following Executive Committee: Abram S. Hewitt, Dr. D. C. Gilman, Secretary of War Root, Dr. J. S. Billings, Hon. Carroll D. Wright, Dr. S. Weir Mitchell, Dr. C. D. Walcott.

Dr. Gilman is President of the Institution. A temporary home for it has been secured in the house, 1439 K St., N. W., Washington, D. C. Later a suitable administration building will be erected.

## EXCHANGES.

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FLORENCE MAYERBERG.

In the *University of Virginia Magazine* is a long and interesting paper on the poetry of Beranger. The fiction in this number is especially good. The story of "Her Life" being one of the best bits. This publication is altogether the best example of a college magazine that we have seen. The verse is good and the stories are pure—the latter do not abound in sentimental scenes, for which the average college fiction is noted.

A good editorial on "Some Recent Tendencies in Education," is noticed in *The Erskinian*. It is a discussion of the value of a classical education in which the writer deplores "the intense materialistic spirit that pervades our age." A short article in this number is "The American Woman's Cause for Thanksgiving,"—the cause being her progress, made from the time of Pocahontas to the present day, along all lines, but principally in matters educational.

The last two issues of *The Converse Concept* are very good. The December number contains a good editorial on "College Friendship,"—one which is to the point. Knowing that a friendship formed at college affects, materially, our future life, let us choose as our friends the strongest, noblest characters about us. The January issue contains several good stories—the best being "The Mystery of an Italian Villa," and "Compensation." The article on the air-ship makes us long for the day when traveling in hot, dusty cars will be a thing of the past.

The Christmas number of *The Pine and Thistle* is its best issue. The little story, "Margaret—My Star of Hope," is good. It is the story of a noble woman, simply and well told.

"Liberty" is the subject of a patriotic and inspiring paper in

*The Davidson College Monthly.* Another good article is the one on "The Advantages of the Study of Local History." This magazine, however, lacks good fiction. The story of "Anita" is rather thrilling, but such things as the sending of poisoned fruit to a rival by a jealous woman are out of date, except in the yellow journals.

The Christmas issue of the Clemson College *Chronicle* contains an article on "Discontent and Education." Truly, divine discontent is only another name for ambition.

Articles on "General Science" have been noticed in the last few issues of *The Spectrum*. These papers are good and make instructive and interesting reading. The last chapter of a "continued story" comes out in this, the January number. It is not wise to print serial stories in a college periodical, owing to the irregularity in getting out the usual college magazine. We forget the story and lose interest. The editorial appealing to the students for more and better work, appeals to us. We earnestly voice its sentiment.

We are very glad to see again *The College Message* from our neighbor, the good old G. F. C. This number promises good things under the new management.

## IN LIGHTER VEIN.

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SALLIE P. TUCKER.

## CHRISTMAS AT THE NORMAL.

'Tis the day before Christmas, and all through the house,  
Not a creature is stirring, not even a mouse.  
The halls, wont to echo with laughter and shout,  
Are gloomy and silent, for "school is let out."  
The girls have all gone to their homes far away,  
And left us alone for the whole holiday.  
And we know they are happy as happy can be  
With parents and loved ones they longed so to see;  
And though we are kept from our loved ones so dear,  
Our hearts are all filled with love and good cheer;  
For the sky is so blue and the sun is so bright  
That we cannot be lonely: and when Christmas night  
With its feasts and its parties make all feel so gay,  
We are glad that we're living this beautiful day.  
If Santa will only remember us here  
And fill up the stockings we hang on the chair,  
We'll never forget him, though far he may roam,  
And wish him "bon voyage," and safe return home.  
So we laugh and we sing and blow the tin horn  
To herald the birth of a new Christmas morn.  
And while we are happy and joyous and gay,  
We would not forget this is Christ's birthday;  
So join with the angels in the glad refrain  
Of "Peace on earth, good will to men."  
The "Old Year" is dying, so we bid him adieu,  
And make in our hearts a place for the New.  
But we will not forget our loving old friend,  
Nineteen and one, so near to its end;  
So raise three cheers for the old one so true,  
And three times three to welcome the new.  
And when the glad holidays all have passed,  
When the girls all return refreshed by their rest,  
We'll welcome them back within our high walls  
And silence no longer will reign in the halls.

Then we'll take up the duties of life again  
Remembering the happy days that "have been."

D. L. R., '03.

### THE CRY OF THE SOPHOMORE.

"Have you read that chapter in Latin?"  
Is the cry we daily hear;  
"I don't know my Chemistry Quiz—  
I shall get sawed, I fear."

Tell me about Caesar's fighting  
And his political foes;  
I know nothing of Cicero's writing,  
Yes, he had the chick-pea on his nose.

Dear me! I have drawing today—  
We are studying Egyptian Style—  
That singing lesson in minor key,  
Doesn't give any cause for a smile.

Have you learned Patrick Henry's speech?  
Physical exercises tire one so.  
What was said in that lecture  
Is a little that I don't know.

No, I don't know that English lesson,  
I just haven't had time  
To read all the poems assigned us;  
Just think! he gave us nine.

I have a written lesson today,  
She never asks a thing I know;  
Perhaps, I can slip through somehow,  
At least, I shall try to do so.

\* \* \* \* \*

Be still, sad Sophomore, cease thy pining,  
In the record book 1s and 2s may be shining.  
Thy fate is the common fate of all;  
Into each record some 6s must fall,  
Some lessons must be hard and dreary.

KATE FINLEY, '04.

In the interest of science we give to our readers the following facts, discovered during the examinations:

"Three types of men are: monkey, ape and gorilla."

Another answer to the same question is: "the straight-haired and the kinky-haired."

A fossil is a hole in the ground.

---

#### "THE PLANTING OF THE APPLE TREE."

(With apologies to Whittier and Mr. Joyner).

A man upon a village lea  
Was digging wide a bed,  
In which to plant an apple tree  
To shade a walk, he said.

The little children 'round him play,  
And scream in merry glee,  
But soon he said, "now run away  
From 'round the apple tree."

For he said he wanted to  
Make this apple tree  
A blessing and a shade also,  
Upon that sunny lea.

Next spring when the other trees  
Were green with leaves, 'tis said,  
That there upon the sunny lea,  
The apple tree stood dead.

HELEN HICKS, '05.

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A choice bit of unwritten Roman history is unearthed by a wise Sophomore. This young lady tells us of the precocious Assinius Pollio, who, born in 75 B. C., understood so well the needs of his fellow-citizens, that in 76 B. C., the second year of his life, he established the first public library in Rome.

---

"Feeding the flames" is a phrase quite often seen in accounts of conflagrations, and in love stories, but it remained for the

Freshman to discover that the fire is hygienic in its habits, and has regular times for taking its meals. This we infer from a letter she wrote, containing the following: "This morning while at breakfast, the fire rolled down, burning a hole in the floor." Perhaps she was feeding the flames. It may have been this same Freshman who, when asked to give the feminine of "monk" replied "monkey."

Evidently, from the Sophomore up, a girl's wisdom decreases speedily, as we may infer from the remark of a grave Senior, who wished to be taken upstairs on the radiator.

This is not confined to one case, for we hear of another who, when seeing the surveyors on the Normal campus, wanted to know what they were taking pictures of.

#### THE STROKERS.

This poem is dedicated to the young ladies quarantined in the Davis House for indiscreet stroking and kissing of other young ladies, who may have mumps, measles or the like.

If you love a girl right dearly,  
If you're crazy o'er her nearly,  
And she has a headache merely,  
Don't you put your hand upon her,  
Don't with company o'errun her,  
Even tho' to wait upon her

Stand you in the room.  
Headache may be the forerunner  
Of a sickness that is on her;  
She may be a measles mourner,  
She may have the scarlet fever,  
Think not whether it will grieve her,  
Best thing is for you to leave her  
Alone, 'mid the gloom.

If you're caught at this wild doing,  
You have trouble sure a-brewing,  
In Davis House you'll soon be rueing.  
That's the way with all the strokers,

\* Located on west corner of Highland Ave. & Spring Garden St. (Home of Anne Davis).  
Dug up from Mrs. Pitcher who was quarantined there  
(as per Marjorie Hood)

Doctors here are *practical* jokers,  
Contagion finds in them no cloakers  
    If they do their will.  
Don't you visit your sick girlie,  
Don't you stroke her ringlets curly,  
Leave her, tho' it makes her surly.  
This, the substance of my letter,  
Live and learn it all the better  
And Davis House will not fetter  
    You upon the hill.

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It was discovered during the examinations that the imprisonment of Matthew, Mark, Luke and John was the most important event during the reign of Mary, Queen of England.

EDITORIALS.

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**Table of Contents.** We present in this issue a table of contents of unusual interest and value not only to our readers and alumnae, but to the reading public. President McIver's paper on Educational Statesmanship has received from the press of the country encomiums which are rarely elicited even in this day of superlatives. Our young men and women can ill afford not to study it carefully, since he predicts with the strength of inspiration the nature of the work to be done and the character of the leaders of thought to appear in the near future.

It goes without saying that Mr. Walter H. Page's work will be acceptable to readers everywhere, but especially to readers in North Carolina, his native State. His words have a charm even for those who most differ with him. There is truth and justice spiced with wit, moulded into the most choice forms of language and served fresh and delightful to the palate of the literary epicure. "The School that built a Town," presented in full in this issue, has not a dull line from first to last. It reads like a fairy story, yet it leaves the impression of a painting done from the life.

We doubt, usually, the wisdom of printing a serial in a college publication, but the management of the NORMAL MAGAZINE felt that we had no right to deprive our students and other students of North Carolina history, of the privilege of studying Mr. J. O. Carr's History of Duplin County, which begins in this number and which will continue through the three next coming numbers. It is valuable not only as the history of one county which has produced men and heroes, but it is largely the history of a section whose people have made history and whose deeds were the seed which have born the fruit of liberty. Mr. Carr is well equipped with material and with the capacity to do this duty to his own State and county. If every county in North Carolina would respond as satisfactorily to the demand for the intelligent study of its annals, we

should soon feel the benefit in a broader, better literary and historical standard among our people. The MAGAZINE has this paper to thank for quite a lengthening of our subscription list. Many of our readers will remember Mr. Carr as a member of the Legislature, where he showed in a practical way his friendship for the State Normal and Industrial College.

The printing of Joseph Holden's poem, "Hatteras," is, we think, a favor done the young people who are not familiar with it. It is probably the finest thing in verse that has ever been done by a North Carolinian.

We are also glad to give a pretty translation of a quaint little German story, "The Old Governess." The translation is the unaided work of one of our students, Miss Cora Stockton of Asheville.

"My Prayer" being from the pen of one whom every Normal student delights to honor, Prof. J. Y. Joyner, we need not call attention to its sweetness and purity of thought and to its tuneful rythm.

"Our Women in Business" is a short presentation of business conditions concerning women, and a collection of data concerning some of our college women workers, by Miss Daisy Lee Randle. Our students will look to this with interest.

The departments: *Among Ourselves, Current Events, Exchanges, and In Lighter Vein*, are wholly the work of our students.

**The Pay of Teachers.** "The true standing army," says Edward Atkinson, "upon whom rests the safety of this nation, consists of the four hundred and odd thousand teachers in our common schools, seventy per cent. of whom are women." Comparing this army with that of the military force, we find that the cost per capita of the latter is much larger than of the former. The pay of teachers is a subject which closely touches us of the Normal College, since we send out annually to the State a class of young soldiers to join the ranks of

our "true standing army." We read then with enthusiasm the article in *The World's Work* for February by William McAndrews: "Plain Words on Teachers' Wages." He handles this vital subject with gloves off, but in a dispassionate, manful way which convinces the reader that he is not merely writing for the press, but he writes because he has a message to the people which affects the very foundation of their social structure. We regret that the MAGAZINE cannot in this issue give the paper in full. The next best thing is to urge every reader to get the February number of *The World's Work* and learn of Mr. McAndrews.

In one respect our teachers in the South are more blessed than those of the North. The writer gives the words of a wealthy man, generous in his donations to educational work, as most eulogistic of the teacher, exclaiming: "What profession is so noble and so sacred? All honor to the teacher," and then the author adds: "On the same evening he entertained at dinner the designer of his yacht, while the teacher of his children dined with them, as always, in the servants' ordinary." The teacher in question was a private governess, but this thing could not have happened in North Carolina, nor perhaps in the South. With us, the teacher is the most honored member of any family of which she may become a part. If of the public school, she is second to none in social prestige. But here, even more than at the North, she needs the honor to make amends for the lack of a salary. She should have both as Mr. McAndrews shows.

He gives the history of the movement in New York which has resulted in giving the teachers there the highest salaries of any school system in the world. The law now provides that no regular teacher of the greater city must be expected to live on less than \$600 a year, and as *experience and merit become evident increases of pay are made*, (the italics are ours) so that a grammar school female teacher may reach a salary of \$1,500 and a male teacher \$2,400 per annum, etc. *En passant* let us note a thin place in this law. Men and women, doing the same work equally well, should

receive the same remuneration. Since none but the best are good enough, then a woman who is not so good a teacher as a man in the same grade of work should not be employed at all, and *vice versa*. The writer calls attention to the fact that though the schedule of salaries paid teachers in New York seems liberal compared with those paid elsewhere, yet they average the lowest of those paid for brain-work in any department of the city government.

Coming home it is wholesome to know what we are doing *to* teachers, rather than for them in North Carolina. The following tables speak for themselves. They need no comment. By these figures the world will judge us. We can not escape criticism so long as we say that the average woman teacher must live on \$22.21 per month for a term of sixteen weeks or less. There has never been a time when in North Carolina, there were not here and there men and women of the highest culture, and of genuine power; but the State has always been judged and will always be judged by the many, not by the few. The average citizen of a community or State determines the standing of that community or State in the world. The average teacher makes the average citizen.

## AVERAGE MONTHLY SALARY OF TEACHERS.

I	Male.	Female.	
United States. . . . .	\$ 46 53	\$ 38 93	
North Atlantic Division. .	56 70	41 34	
South Central Division .	37 49	30 89	
North Central Division .	49 04	39 22	
West Central Division . .	58 77	50 05	
South Atlantic Division .	28 48	25 73	
<b>North Carolina . . . . .</b>	<b>24 64</b>	<b>22 21</b>	I

Not only lower than the lowest "Division" average, but according to statistics our State pays the lowest average salary, male and female, of any State in the Union. The statistics are taken from the latest report of the U. S. Commissioner of Education, 1899-1900, Vol. I., p. LXXIII

II	White.		Colored.		II
	Male.	Female.	Male.	Female.	
1886	\$ 26 23	\$ 23 77	\$ 24 69	\$ 20 36	
1900	26 18	23 41	21 14	19 82	These statistics are from the latest report of our State Superintendent of Public Instruction. Report: 1888-1900, pp. 159-160. They show that the average monthly salary of the teachers, white and black male and female, is less than it was fourteen years ago.

## III AVERAGE ANNUAL SALARIES OF TEACHERS IN CITIES OF OVER 8,000 INHABITANTS.

United States. . . . .	\$ 638 35	III
North Atlantic Division .	657 66	
South Atlantic Division .	556 12	
South Central Division .	537 47	
North Central Division .	624 96	
West Central Division. .	743 62	
<b>North Carolina . . . . .</b>	<b>396 46</b>	These statistics are the latest obtainable on this subject. They are taken from the report of the U. S. Commissioner of Education for 1898-99, Vol. II., p. 1476. It may be added that the statistics also show that the city school teacher in North Carolina receives the lowest average salary paid by any State in the South Atlantic Division, which division marks the lowest division average. The discrepancy is the more marked in view of the fact that our State employs a larger per cent. of male teachers than almost any other State in the Union.

Inductive Lessons Adapted to Isaac Pittman  
**Prof. Forney's** Phonography, by E. J. Forney (The North Carolina State Normal and Industrial College); Transfer Writing by Miss Frances Burkhead (Baptist Female University); second edition. Published by The State Normal and Industrial College, (Commercial Department) Greensboro, N. C.

The above is the title page of a little book which contains much and means much to the student of Shorthand. Our College is exerting an influence upon the thought and progress of North Carolina which is visibly and tangibly uplifting. No seed ever sown has reaped a richer or quicker harvest and no part of the College work has been more potent than the Commercial Department under the zealous and efficient direction of Prof. E. J. Forney. This little book is the outcome of his teaching during the past ten years--the first decade in the life of the North Carolina State Normal and Industrial College. The book is a pleasure to the eye even of the unlearned in the art of Shorthand. It must be a delight to those versed in the mysteries of its hyeroglyphics. The method, Mr. Forney says, is the word method and not the alphabet order of teaching.

The first eight lessons are so clear that one without a knowledge of Shorthand may easily read them at sight. The principles are presented inductively with exhaustive illustrations. Words, signs and contractions are given in a logical and natural way, and back principles are given at the conclusion of each lesson, thus affording constant review.

An excellent collection of business letters and Shorthand reading selections afford the student not only a knowledge of Shorthand, but furnishes much information of practical value in a business life. The book will be welcomed by all teachers or students of Shorthand.

In our last issue we gave a chapter and several illustrations from

“ Stories of Bird Life,” by Prof. T. Gilbert Pearson, of the State Normal and Industrial College. It is our great pleasure now to show our readers how his book is received outside our College walls. The following notices will give great satisfaction to Professor Pearson’s many friends:

“ This book is written by a sympathetic student of ornithology. Mr. Pearson knows birds as Seton-Thompson knows animals, and writes of them in a simple, engaging way. The reader can not help being interested in bird study while perusing this book.”—*Education*, Boston.

“ This is a delightful little book. It deserves a hearty reception in the schools of the South.”—*Atlantic Educational Journal*.

“ A very entertaining book.”—*Philadelphia Inquirer*.

“ A beautifully illustrated volume, daintily bound and full of interesting and instructive reading matter. Mr. Pearson knows birds as few men have known them and he loves them with a love that warms every word that he writes about them.”—*New Orleans City Picayune*.

“ It is the work of a true naturalist and lover of feathered tribes.”—*Chicago Chronicle*.

“ Mr. Pearson writes of birds as birds are seen by an observer, who notes all that they do. Every story is entertaining to a high degree.”—*News and Observer*.

“ Professor Pearson does for birds of the Southern States what many writers have done for the birds of New England. He is well acquainted with the literature of his subject and has a good deal of productive field work to his credit.”—*New York Evening Post*. Also “ *Nation*. ”

“ We have an ornithologist in our midst. The author is very happy in his descriptions. It is a valuable work for the children of the household.”—*Charlotte Observer*.

“ The stories are interesting and teach effectively the lesson of

regard for birds and the desire for their preservation."—*Boston Christian Register*.

"Whether for general reading or as a text book for schools, the book is a most delightful one. It is beautifully illustrated, the drawings being made from life."—*New York Christian Work*.

"Mr. Pearson is a naturalist, a teacher, a scholar, and a pleasant, clear writer. He writes about birds as if he were one of them. His stories are healthy, strong and entertaining. He does not preach but photographs."—*Raleigh Morning Post*.

"Professor Pearson is an earnest bird lover and a sympathetic and entertaining writer. His book tends not only to instruct but to inspire an intelligent appreciation of the economic value, as well as the æsthetic interest, of birds to man. It merits a hearty welcome to the list of popular bird books."—*Auk* (Leading journal of ornithology in America).

**Three Important Events.** Before our next issue, we shall celebrate an important event in our College history: the formal opening of our new Practice and Observation School. It is to be called The Curry Building, and will be dedicated February 17. We hope to have with us many friends of the College and many who will become friends from that date if they are now strangers. Among those expected are Dr. J. L. M. Curry, in whose honor the building is named; Mr. George Foster Peabody, who has made many improvements about the College a certainty to be anticipated; and others whose words and presence will be a help and a pleasure.

President Charles W. Eliot of Harvard University, will visit the State Normal and Industrial College early in April. He will be on a tour of inspection of the prominent educational institutions of the country.

Let all former students keep in mind the date of the next commencement, May 24-27.

It is the decennial commencement, and must be made a notable occasion, chiefly by the return of former students as a mark of affection for their alma mater. All the nine classes ought to have reunions.

Let each present and each former student, as well as the other friends of the College, be on the alert to make the Decennial Celebration a joy and profit to the College and to the general educational interests of North Carolina.

So many of the readers of the STATE NORMAL MAGAZINE are interested in the organization and work of the Southern Education Board that we copy President McIver's article in the February number of the *Success* relative thereto.

"In spite of the many misunderstandings incident to and resulting from the great war between the states of the Union, it would require a large volume to record the generous acts of men and women in the North toward the South since 1865, and it would make an equally large volume to record instances of the sacrifice, the patience, and the generosity of the people of the South toward former slaves who are now citizens.

"Foremost in the South's record of generosity would be its reasonably cheerful maintenance of a public school system for the education of both races, supported almost entirely by taxes on the property of the white race. If the people of the latter race were wealthy, this tax would not be worth mentioning; but out of their poverty they have made, by their taxes, a much larger investment than that of the North in the education of the colored race. I am not entering a complaint against the North. It has been generous to the negro in educational matters through voluntary philanthropy, but the South has dealt with him more generously through the medium of voluntary taxation.

" Pre-eminent among the acts of educational philanthropy in the history of the country must stand the gift of George Peabody, who, in 1867, gave three million dollars to the public schools of the South without regard to race. The Peabody Fund has been most wisely used to encourage public education in every one of the Southern States, but the income from the fund has not been large enough to do much more than stimulate local taxation in the towns, and promote the professional training of teachers in normal schools and institutes. A large proportion of the population of the South—at least three fourths of it—is in the country, and the greatest aid that can now be given to that section, in its hard struggle for effective public schools for all its people, would be a fund to encourage even more strenuous effort for educational facilities in the rural districts. When this is done more interest will be taken in agriculture.

" When all the facts can be made known to wealthy men and women, amounts larger than the Peabody Fund will be invested in aiding the public schools of the South and in fostering local taxation therefor.

" Moreover, when the people of the South in the rural districts have full information as to the material and other advantages resulting from a liberal investment in public education, they will not fail to follow the example of their neighbors in the towns and cities where a tax has almost invariably been voted and where school facilities compare favorably with those of any other part of the country.

" It is the chief object of the 'Conference for Education in the South' to do what it can to collect and distribute in the North and South and West such information as will secure, at the earliest possible moment, the investment, by taxation and through philanthropy, of such sums as are needed to insure an effective school system that will be available for every child in every one of the Southern States.

" Efforts will be made in all directions to accomplish this result.

Those who are leading in the work for better schools will be aided in their struggle, and doubtless generous men and women of wealth will be encouraged to assist by donations those institutions—normal schools, colleges, and universities—that are doing all in their power to prepare students to become leaders in the battle for universal education.

"The work in the South is to be done, as far as possible, through the local educational authorities, and friends of the movement who live in the North have shown a great desire to aid the educational leaders of the South—happily an ever increasing number—in their campaign for better education and more of it for everybody.

"The Slater Board directs much educational investment in the South, but this is exclusively for the negro; the Peabody Board makes investments largely in teacher-training, and has only a small amount left to encourage local taxation for schools; many men and women give large amounts annually to certain institutions in the South; but the Southern Education Board will assume as its chief work that of aiding in the improvement of rural public schools.

"In this work it will undertake to enlist the sympathy and support of people everywhere. First of all, of course, it will strive to organize and strengthen the educational forces already at work in the South. That new educational endeavor will be created is not to be questioned, and there is hardly a reasonable doubt that the agitation will result in increased revenues for public education both from Southern taxes and from Northern private philanthropy.

"It is natural that much of the educational aid first offered to the South should have gone exclusively to negroes; it is also natural that this did not secure for the donors or their schools universal sympathy in the South; under these conditions it is natural that, along with the great good accomplished by the schools established, many blunders were made, and that the white people of either section should have misunderstood many well-meant acts of the other. In this connection it is most notable and significant of the donor's

wisdom that the Peabody Fund, established in 1867, should have gone to the general public school system for both races. It is fortunate now that there should be formed a Board composed of men of both sections, thoroughly familiar with general conditions, who will co-operate in the effort to strengthen the cause of education in every legitimate manner, and will strive, not so much to introduce new systems, and to establish new schools, as to build on the basis already established by the people of the South, and to encourage those agencies, whether established by local or outside effort, already at work to bring about thorough education for all the people.

"The 'Executive Board of the Conference for Education in the South,' or the Southern Education Board, as it is called, consists of President Robert C. Ogden, Treasurer George Foster Peabody, Secretary Charles D. McIver, and Edwin A. Alderman, W. H. Baldwin, Jr., Wallace Buttrick, J. L. M. Curry, Charles W. Dabney, H. B. Frissell, H. H. Hanna, W. H. Page, and Albert Shaw. All the members of the Board, except four, have lived in the South. Six of the eleven are natives of the South, and five are now engaged in educational work there. It is a board of active successful men of varied experience and of public spirit. Robert C. Ogden, the president of the board, and also president of the Conference, widely known as a member of the business house of John Wanamaker, and manager of the great New York store; George Foster Peabody of the firm of Spencer, Trask and Company, a Georgian by birth and by residence in his boyhood and early manhood; W. H. Baldwin, Jr., president of the Long Island Railway, for several years a resident of the South, and remembered there as a popular official of the Southern Railway; and H. H. Hanna, of Indianapolis, a public spirited successful man of affairs, are the business men of the Board. They have contributed liberally of their time, means, and service to various educational causes for both races in the South.

Hon. J. L. M. Curry's service as a legislator in Alabama and

member of congress before 1861, as a member of the Confederate congress and of the convention that framed the constitution for the Confederacy, as a soldier, and, since the war, as a preacher, teacher, and author, and as minister to Spain in President Cleveland's administration, justly entitles him to the high place he holds in the confidence and affection of the people, both North and South. The climax of his full life, however, whether considered from the standpoint of education, brilliant oratory, statesmanship, or diplomacy, will be his twenty years of service as general agent of the Peabody Board of Trustees and as the representative in recent years of the Slater Board. His long life of usefulness, and his varied experience, peculiarly fit him for the new service he has now undertaken as a member of the Southern Education Board.

"All the other men comprising the board are comparatively young, each representing a different field of work.

"The clergy is represented by Wallace Buttrick, of Albany, a prominent representative of the Baptist Mission Board, whose duties have led him to travel in the South and given him insight into its conditions and sympathy with its people. H. B. Frissell, LL. D., principal of Hampton Institute, Charles W. Dabney, LL. D., president of the University of Tennessee, at Knoxville, Edwin A. Alderman, LL. D., president of Tulane University, at New Orleans, and Charles D. McIver, Lit. D., president of the North Carolina State Normal and Industrial College, at Greensboro, are active workers in the educational development of the South, and the positions they hold indicate their respective lines of special effort.

"In the organization of the work of the Board, Dr. Dabney will act as director of the Bureau of Investigation and Information, which is to collect statistics and publish bulletins. The Field Work, consisting largely of a campaign to stimulate local taxation for public schools, is to be under the management of three district directors, Doctors Alderman, Frissell, and McIver, and all the work will be under the oversight of Dr. Curry as general supervising director."

Since this article was written the Rev. Edward Gardner Murphy of Montgomery, Alabama, has become Executive Secretary, associated with the President of the Board, and is devoting his entire time to this work. It will interest North Carolinians especially that Prof. P. P. Claxton, recently of the North Carolina State Normal and Industrial College, and Prof. J. D. Eggleston, formerly superintendent of the Asheville Graded Schools, have been employed to aid Dr. Dabney in the management of the Bureau of Investigation and Information described above.

Hon. Henry St. George Tucker, Professor of Law at Washington and Lee University, President Frazier, of the Virginia State Normal School at Farmville, are among those who will give their time to stimulating greater popular interest in public education in Virginia.

Dr. F. S. Dickerman, who has heretofore been Field agent of the Conference has been employed to continue his services under the direction of the Southern Education Board, and Dr. Booker T. Washington will perform a similar service among schools for the colored race.

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In the death of Mr. Daniel R. Goodloe the STATE NORMAL MAGAZINE, the Normal and Industrial College and the State of North Carolina have lost a genuine friend. Mr. Goodloe made interesting contributions to the columns of this magazine, as he did to many of our newspapers and current publications. His long and useful life was full of labor, chiefly for the benefit of others. He had faith in his fellow workers in the world, and, in his own modest way, always showed appreciation of their worth and work.

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